

224 - THE IMPORTANCE OF PLAYING AND PLAYING IN THE INITIAL SERIES

ANA PAULA DE SOUZA
 JOSÉ JAIRO VIEIRA

Escola de Educação Física e Desportos/UFRJ - Rio de Janeiro - Brasil
 Faculdade de Educação/UFRJ - Rio de Janeiro - Brasil

1 - PLAYING AND ITS THEORIES**1.1 - Distinction between trick, toy and game**

"In Brazil, terms as game, toy and trick still they are used of indistinct form, demonstrating a low level of conceptualization of this field. At last, each social context constructs to an image of in agreement game its values and way of life, that if express by means of the language. [...] Differing from the game, the toy assumes a close relation with the child and an undetermination how much to the use, that is, the absence of a system of rules that organize its use". (Kishimoto, 1999, P. 17)

Many times the terms game toy and trick are used of ambiguous form, however these concepts that make possible the accomplishment of the playful activities and of the act to play they possess differentiations, despite these do not have a homogeneous conceptualization between researchers and authors.

Of agreement with the Aurélio Dictionary of Portuguese Language (2000, P. 109) the word trick is defined as "act or effect to play; toy, game of child; trick; entertainment, pastime, amusement, toy; joke, pilhéria." One understands then that the trick is an activity, being in it implicit the way and the instruments so that it happens, or either, the game, the toy and the environment.

In a sociocultural perspective, the trick is defined for the way that the children have to interpret and to assimilate the world, objects, the culture, the relations and the affection of the people. Being thus a characteristic space of infancy to try the world adult, whose imaginative and diverse aspect of the meaning of the daily one of the life supplies an only educative chance the children.

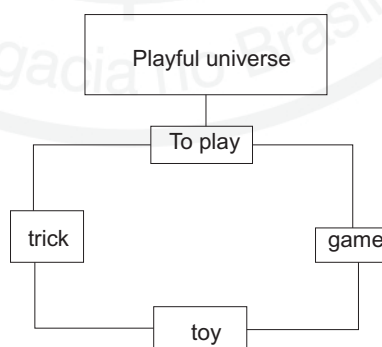
The word toy is appraised as "object children to play them; child game; trick; entertainment, pastime, amusement, toy" according to Aurélio Dictionary of Portuguese Language (2000, P. 109). For Kishimoto (1999, P. 57), "toy is a piece of culture placed to the reach of the child, it is its partner in the trick and its manipulation takes the child to the action and the representation, to act and to imagine".

The toy is a reproduction of objects of the life and the society, that are produced by the adults from its cultural inheritance and adaptable the children in agreement the age, with the purpose to facilitate to the development and the learning in pleasant way during the trick. However it is possible to repair the creation of toys made for the children from the object use removed of its half natural one that is changed into stands, airplanes, boats, among others, from its imagination and creativity.

The term to play is extensive in such a way to the slight knowledge to play how much to several other activities, being used more frequent to define pastimes and amusements citizens the explicit rules. In accordance with Bontempo (1987) to play is a physical or mental activity organized by a system of rules that define the loss or profit and that it serves child to play.

Piaget (1978) uses the term game in a ampler direction and affirms that this is not only one form of entertainment, but a way that contributes and enriches the intellectual development. The author considers that the games become significant the measure that the child if develops, also distinguish three levels from game, which appear in different phases of the life: the game of exercise, the symbolic game and the game of rules.

In synthesis, the word trick is defined as the action of the child, the term toy is used to assign the object that can serve of support to the game and the game mentions the description to it of a behavior structuralized with rules. These three concepts are included in the act to play and summarize the formation of the playful universe:



Source: Almeida, 2005

1.2 - The importance of the trick

"In the toy, the child always behaves beyond the habitual behavior of its age, beyond its daily behavior; in the toy, she is as if it was bigger of what she is in the reality. As focus of an increase lens, the toy contains all the trends of the development under condensed form, being same it a great source of development." (Vygotsky, 1998, P. 117)

Such affirmation explains that the trick possesses a primordial value in the infantile development. Playing the children they interact, they change experiences, they represent its culture. Through the act to play, the child takes decisions, express feelings and distresses, develops multiple languages, organizes thoughts and discovers rules.

Of agreement with the author, the trick possesses an excellent paper in the constitution of the infantile thought. The child, through playing, constructs its proper thought and the language is seen as an important element for its cognitive development because it systemizes its experiences and still she collaborates in the organization of the processes in progress.

The relevance is evident that is given to the trick in the infantile education. Such affirmation clearly is evidenced in the theories of consecrated authors as Piaget and Vygotsky, who disclose that the child of this age is very on the activities or moments that provide pleasure sensations to it. However when moving of pertaining to school segment, the children cannot be directed to leave to play, therefore such action is of extreme importance for its development and excellent helping in the process of education of the learning classrooms, since it allows that the children try experiences in the areas, affective and psychomotor.

Piaget understands the development as a gradual process in which the child goes if enabling the more complex levels each time of the knowledge. Its conception has left of the beginning of that the development of intelligence is determined by the mutual actions between the individual and the way. Through its theory it can be evidenced that the child initiates itself in the trick by means of the gestures that observes and imitates. To the measure that grows, its cognitive projects evolve, thus as its trick.

As some considerations of Bettelheim (1987) no child plays to exactly pass the time, as many times the adult imagines e, for not knowing to interpret playing of the child and to make a reading of its playful manifestations, the adult loses the great chance to penetrate in its world and to understand true the sensible one to play. E to use to advantage this pleasant moment to apply the contents necessary to be taught that they are equal to the trick, making playful use in its methodology.

When playing, the infantile development can reach more complex levels, for Vygotsky (1998) this occurs by means of the appropriation and internalization of signs and instruments in an interaction context. He is therefore that the author considers that the trick creates for the children a "zone of proximal development", that is not another thing in the distance enters the current level of development, determined, for the capacity independently to decide a problem under the orientation of an adult or with contribution of a capable friend.

Under the pedagogical point of view, as Rasp (1991), playing has its importance for being understood as activity that provides a symbolic-cultural exercise with objects, people and all the way whom the child surrounds, in a movement of means and re-means of the reality. The child who plays opens its canal of possibilities and potentialities through the relations that establish during this activity. Moreover, the movement around playing facilitates to the incorporation and learning, on the part of the child, the contents that conduct activities human beings.

The toys make possible the children a learning to multidiscipline of the forms to think, therefore they are sociocultural objects produced by the adult world with the purpose to represent the reality for the children. Segundo Brougère (1995) the toy is not the reality, but it is but one forms well next to represent it. In this way, it is understood that the toys facilitate the process of development of the children through its use in the tricks, configuring itself as space for insertion of information for the adult that gradual are absorbed and learned for the children.

For Winnicott (1975) playing it is a factor of extreme importance for the integral development of the child and the manifestation of its creative power, the one that makes to defend it one practical pedagogical one from the activity of playing, which transforms the process of teach-learning of the pertaining to school space into a space integrator.

"He is to play, and only in playing, that the individual child or adult, can be creative and to use its integral personality: e is only being creative that the individual discovers its (self)." (Winnicott, 1975, P. 80)

The trick is understood as a right of the child, as a particular form of expression, thought and infantile communication. We can say that when classifying sizes, incasing toys, to differentiate colors, to pile up parts and to recognize geometric forms the child is learning. Being thus, the trick can be understood as a opened source of the knowledge and the toy as a way to arrive itself at this knowledge.

In the educative direction, the trick appears as an element of seduction offered to the child, the control belongs to the adult and it he is who guarantees that the didactic content is transmitted. The interest of the child for the trick is used to reach definitive specific pedagogical objectives.

Considering the diverse reflections regarding playing, we can notice that the trick is in fact a vital necessity of the child, being thus, is necessary that the child in preschool age has chance to play. We do not have to propitiate to the child of this age band an enormous load of routine activities, where it simply copies the models suggested for the professor. It is indispensable that the child has time and space to effect such activity. It is important to stand out that the participation of the adult in the infantile trick enriches the trick beyond raising it for more complex levels.

2 - THE IMPORTANCE OF THE GAME IN THE INITIAL SERIES OF BASIC ENSINO.

The game very is practiced in pertaining to school level and is immense the amount of people who practiced the game in streets, condominiums and clubs. The Game is a voluntary activity that will count exerted rules of one inside determined time and space, where creates a type of illusion that in allows them to be outside of the reality, in giving the much joy and pleasure. The Aurélio dictionary says that game is established a physical or mental activity in systems of rules that loss or profit defines.

The game for simpler than either, requires basic motor abilities as to walk, to run, to jump to hurl and others, and cognitive abilities as perception, corporal project, logical reasoning, rhythm, laterally, balance, socialization that very are used in our daily becoming most easy one the motor and cognitive development, mainly in the children. The cognitive aspect if relates to the development of the intellect during the playful activities. The children learn playing, increase its knowledge through the partners and can live deeply the learning. When a child plays it takes decisions and makes immediate choices thus becoming the game a basic element for the change of necessities and conscience.

Segundo Kishimoto (2002):

The game is less what it searches in what the way as if plays, the spirit state with that if plays. This leads to give to much importance the interpretation notion, when considering the activity as playful. (p.21)

The game can be taught in different places, with diverse materials and mainly with the alternative ones constructed by the proper pupils. The more rigid the rules of the games, greater the level of requirement of attention for parts of the children.

According to Collective of Authors (1992):

The game (to play and to play are synonymous in diverse languages) is an invention of the man, an act of that its scierent and curiosity result in a creative process to modify, imaginarily, the present reality. (p.45)

The importance of the game if of because it contemplates all the ages, since a child with the low level of requirement to an adult with bigger level of requirement being adapted its understanding or abilities. The Game as content goes very beyond for the act playing, therefore they possess marcs characteristics for a good motor and cognitive development and collaborate so that the same the generation is passed of generation, contributing with the strongmen of the cultural patrimony that is important for

the humanity. The when used Games as educative instruments, constitute well attractive ways and efficient to transmit information. They can be used in the education of the children, leanings in the adults and as entertainment for both.

When stimulating playful the professors provide the chance for presentation of related distinct subjects to the education, health... The playful one is essential in the experience and healthful and harmonic growth of the children. The game comes of playful that it means an action or a voluntary activity, carried through in a certain time and with accepted rules for the participants. The school that prioritizes formal education, nor always fulfills its function, efficiently, takes to the retention and pertaining to school evasion, therefore the children are dealt with equal form, but she has the difference of social condition, many pupils of the popular layer who frequent the school do not obtain to follow therefore this are not in accordance with its social reality, necessities and interests. In the capitalist society where we live the game and playing are considered as simple distraction, of the real world, that moves away from the tension, of the material oppression and spiritual. The playful one is considered only one pastime, an activity without value and this if it reflects in our school.

The playful one even so friction as loss of time is of utmost importance, therefore the child is of course playful. The function of the game for the child is not only for disclosing the playful one and yes to develop abilities and values.

In the game, either which it will be, it retakes the identity as object, the similarity that occurs in the mystic space, without the measurement of the language: the game excuses the language, the same the time the game is a "language", a logical universe, therefore it invents the rules and to unfold them according to a solidary chain... (Huizinga cited for Massaud Moisés)

With the lack of spaces in the great Brazilian cities and the age of computer science having each time more force, becomes each time more rare the games in the streets, where frequent they happened, the lessons of Physical Education to migrary for the patio of the school, being restricted. The games are being substituted for the electronic toys and for this we need to awake a reflection in the pupils in relation to these changes, being stimulated them to carry through it games it are of the pertaining to school space as form to improve the leisure time, being improved the quality of life.

3 - CONSIDERAÇÕES

The games and the tricks are efficient tools for one better agreement and a good setting of the contents, contributing for the formation of the citizen, among them is distinguished the cooperative games that are structuralized games to diminish the pressure to compete and the necessity of the destructive behavior and are used to promote the interaction and the participation of all, being able to be used to promote the possibility of dialogues, the taking of decision in consensus, and the discovery of the collective work.

The game and the tricks help the children in some ways, develop its capacity of, to not only decide problems, but also to find some ways to decide them. For the child the game is the opening to the fancy, the imaginary one, is also an important activity in the construction and development of the personality, in the interaction with other people

The purposes of the games pass to be understood with a more pleasant skill to teach the lessons, therefore the pupils can demonstrate its personalities, gostos, exert its initiative, responsibility and work cooperatively and collectively.

BIBLIOGRAFY

ALMEIDA, Marcos T. P. **O brincar**. Revista virtual EFartigos, Natal/RN, vol. 03, nº 01, maio/2005. Disponível em: efartigos.atspace.org/efescolar/artigo39.html Acesso em: 08 Dez 2008.

BETTELHEIM, Bruno. **Uma vida para seu filho**. São Paulo: Editora Campos Ltda., 1987.

BONTEMPO, Edda. **Aprendizagem e brinquedo** In: WITTER, Geraldina e LOMÔNACO, José F. B. **Psicologia da Aprendizagem, áreas de aplicação**. São Paulo, E.P.U. 1987.

COLETIVO DE AUTORES, **Metodologia do Ensino de Educação Física**, editora Cortez, 1992.

KISHIMOTO, Tizuko M. (Org.) **Jogo, Brinquedo, Brincadeira e a Educação**. São Paulo: Cortez, 1999.

KISHIMOTO, Tikuzo Morchida, **O brincar e suas teorias**. São Paulo: Pioneira Thomson Learning, 2002.

LIMA, Mayumi W. Souza. **Atividade da criança na idade pré-escolar** In **Idéias**, nº 10. São Paulo: Editora FDE, 1991.

MOISES, Massaud, **Literatura: mundo e forma**. São Paulo: Cultrix: Ed. da Universidade de São Paulo, 1982.

PIAGET, Jean. **A formação do símbolo na criança: imitação, jogos, sonho, imagem e representação**. 3ª edição. Rio de Janeiro: Editora Koogan, 1978.

VYGOTSKY, Lev S. **A formação social da mente**. 6ª edição. São Paulo: Martins Fontes, 1998.

WINNICOTT, Donald W. **A criança e o seu mundo**. Rio de Janeiro: Editora Zahar, 1975.

WINNICOTT, Donald W. **O Brincar e a Realidade**. Rio de Janeiro: Imago Editora, 1975.

José Jairo Vieira
Rua Antonio Cordeiro, 126 bl01/501
Jacarepaguá – Rio de Janeiro – RJ
Cep: 22750-310
e-mail: Jairo.vieira@uol.com.br

THE IMPORTANCE OF PLAYING AND PLAYING IN THE INITIAL SERIES

ABSTRACT

The Game and the trick are important elements for the initial series in the school. The game is a physical or mental, voluntary activity, regard, that in it allows them to be outside of the reality. The game requires motor and cognitive abilities becoming more easy the development of the children, making with that they learn to take decisions and they make immediate choices. The game can be made in diverse places with different materials. The game and the trick are important because they in agreement contemplate different ages with definitive levels of requirement and as content collaborate to be passed of generation in generation thus contributing for the stronger of the culture. The game, in this society where we live, is seen as of small account, without value, considered as pastime or loss of time. The games and the tricks are traditional and each time more comes losing space in our society for the electronic games that many of the times alone stimulate the cognitive development leaving to stimulate the motor development. The game and the guided trick help the child in some ways, develop its capacity to decide problems, allow to demonstrate its personalities, like, to exert its initiative, responsibility and to work cooperatively and collectively. This work aims at to know the importance of the game and the trick organized in the initial series of basic education to argue possibilities of education for professors who will act in basic education, mainly in this stage that goes of 1º to 5º year.

KEYWORDS: game - initial series - learning

L'IMPORTANCE LUI DE JOUER ET LUI JOUER DANS LES SÉRIES INITIALES**RÉSUMÉ**

Le Jeu et le tour sont des éléments importants pour les séries initiales dans l'école. Le jeu est une activité physique ou mentale, volontaire, regrada, qui nous permet de rester excepté de la réalité. Le jeu exige à des habilités motrices et plus cognitives en rendant plus facile le développement des enfants, en faisant avec ils lesquels apprennent à prendre des décisions et fassent des choix immédiats. Le jeu peut être fait dans de diverses places avec de différents matériels. Le jeu et le tour sains importants ils parce qu'envisagent de différents âges conformément à de certains niveaux d'exigence et je mange contenu collabore pour que passent de génération dans génération en contribuant ainsi à la fortification de la culture. Le jeu, dans cette société où nous vivons, est vu comme sans importance, sans valeur, considérée je mange divertissement ou perte de temps. Les jeux et les tours sains traditionnels et de plus en plus viennent en perdant de l'espace dans notre société pour les jeux électroniques que beaucoup des fois seulement stimulent le développement cognitif en cessant stimuler le développement moteur. Le jeu et le tour guidé aident enfant de plusieurs manières, développent sa capacité de décider des problèmes, permettent de démontrer leurs personnalités, goûts, d'exercer son initiative, responsabilité et de travailler coopérativement et collectivement. Ce travail vise à connaître l'importance du jeu et du tour organisé dans les séries initiales de l'enseignement fondamental pour discuter des possibilités de l'enseignement par des enseignants qui agiront dans l'enseignement fondamental, principalement dans cette étape qui va de la 1^o à la 5^o année.

MOTS CLEFS: jeu - séries initiales - apprentissage

LA IMPORTANCIA DE JUGAR Y EL TRUCO EN EL INICIAL DE LA SERIE**RESUMEN**

El juego y el truco es elementos importantes para la serie inicial en la escuela. El juego es una actividad física o mental, voluntaria, el regrada, que en ella permite que estén fuera de la realidad. El juego requiere las capacidades del motor y de los cognitivas que llegan a ser más fáciles el desarrollo de los niños, haciendo con ése aprenden tomar decisiones y hacen opciones inmediatas. El juego se puede hacer en lugares diversos con diversos materiales. El juego y el truco son importantes porque los niveles definitivos del requisito contemplaban diversas edades de acuerdo con y como el contenido colabora para ser pasado de la generación en la generación que contribuye así para el fortalecimiento de la cultura. El juego, en esta sociedad donde vivimos, se considera en fecha cuenta pequeña, sin el valor, considerado como pasatiempo o pérdida de tiempo. Los juegos y los trucos son tradicionales y cada vez que viene más espacio perdidoso en nuestra sociedad para los juegos electrónicos esos muchos de los tiempos solamente estimulan el desarrollo del cognitivo que se va para estimular el desarrollo del motor. El juego y el truco dirigido ayudan al niño en cierto modo, desarrollan su capacidad de decidir a problemas, permiten para demostrar sus personalidades, gustos, para ejercer su iniciativa, responsabilidad y para trabajar cooperativo y colectivamente. Este trabajo tiene como objetivo para saber la importancia del juego y del truco organizados en la serie inicial de educación básica para discutir posibilidades de educación para los profesores que actuarán en la educación básica, principalmente en esta etapa que vaya de 1^o al año 5^o.

PALAVRAS-CLAVE: juego - serie inicial – aprendiendo

A IMPORTÂNCIA DO BRINCAR E DO JOGAR NAS SÉRIES INICIAIS**RESUMO**

O Jogo e a brincadeira são elementos importantes para as séries iniciais na escola. O jogo é uma atividade física ou mental, voluntária, regrada, que nos permite ficar fora da realidade. O jogo requer habilidades motoras e cognitivas tornando mais fácil o desenvolvimento das crianças, fazendo com que aprendam a tomar decisões e façam escolhas imediatas. O jogo pode ser feito em diversos lugares com diferentes materiais. O jogo e a brincadeira são importantes porque contemplam diferentes idades de acordo com determinados níveis de exigência e como conteúdo colabora para ser passado de geração em geração contribuindo assim para o fortalecimento da cultura. O jogo, nesta sociedade em que vivemos, é vista como sem importância, sem valor, considerada como passatempo ou perda de tempo. Os jogos e as brincadeiras são tradicionais e cada vez mais vêm perdendo espaço na nossa sociedade para os jogos eletrônicos que muitas das vezes só estimulam o desenvolvimento cognitivo deixando de estimular o desenvolvimento motor. O jogo e a brincadeira orientada ajudam a criança de várias maneiras, desenvolvem a sua capacidade de resolver problemas, permite demonstrar suas personalidades, gostos, exercer sua iniciativa, responsabilidade e trabalhar cooperativamente e coletivamente. Esse trabalho visa conhecer a importância do jogo e da brincadeira organizada nas series iniciais do ensino fundamental para discutir possibilidades do ensino por professores que atuarão no ensino fundamental, principalmente nessa etapa que vai do 1^o ao 5^o ano.

PALAVRA-CHAVE: jogo – brincadeira – séries iniciais - aprendizagem

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a2/225>