

132 - PLAYFULNESS AS A PEDAGOGICAL RESOURCE OF SCHOOL PHYSICAL EDUCATION TO DEVELOP PSYCHOMOTRICITY THROUGH TEACHING

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INTRODUCTION

Swimming is a sport that can be practiced as a baby, not only because it required a minimum of restrictions, but because of the numerous benefits provided by early practice. The child is already adapted to the liquid environment since pregnancy and for this reason are able to perform various swimming movements, demonstrating a series of reflexes common in early childhood. Thus, swimming enriches the body image of the child during the early stages of child development, later enabling the development of sensorimotor skills, thus favoring the structuring of intelligent behaviors.

In this phase of swimming learning, the safety, confidence, joy, comfort and satisfaction of the practice in liquid environment should be pedagogical goals to be reached daily, with the purpose of promoting the psychomotor development of the student.

The practice of swimming in the early phase encourages free and pleasant movements and thus encourages the child to know each other better in all aspects. Thus, the playful becomes an indispensable tool in the educational process, because games and games generate positive manifestations that favor creativity, pleasure, spontaneity, and soon motivate children by arousing interest in activities and promoting the encouragement of a good relationship. with the aquatic environment. Therefore, child swimming does not only contribute for the child to learn to swim, but also in its integral development process, helping in its fun psychomotricity.

According to Penha (2010), child swimming is the fundamental tool for initiating physical education in children and essential for starting organized learning. This will contribute to the psychomotor development and construction of the body schema and hence the integration and maturation. The practice of this modality will favor the child's psychomorphological evolutionary process significantly, making it an indispensable instrument for their psychomotor and personality formation.

In a certain way, swimming in the preoperational developmental phase of the child plays a major role under psychomotor skills, as it favors the development of learning that contributes to the evolution of motor, physical and social development as it is considered a physical activity in the aquatic environment. improve multiple motor skills through the proposed activities.

Many scientific researches affirm that swimming together with psychomotricity and playful work has become fundamental pedagogical resources for the global formation of the child easily, effectively and naturally within the teaching and learning process. In kindergarten the component of Physical Education should provide pleasure for the practice, through creative pedagogical procedures, and may be about forms of games, games, since always focusing on the child's development.

Therefore, playfulness when inserted into the proposed activities of swimming through games and play, children can create and discover various possibilities that exist in the aquatic environment. The playful in this process brings the motivation that generates positive emotions, enabling the practice a relationship between pleasure, satisfaction and joy, providing an incentive for children to practice swimming (VENDITTI JÚNIOR and SANTIAGO, 2008).

For the same author, the child between the ages of 3 and 6 will probably not go to swimming lessons to learn the four swimming styles, but for the purpose of playing in the school pool. With this, there is a need to offer children something more attractive, motivating and fun, and thus help the child develop skills that will lead him to understand swimming not only by play, but also by its challenges and demands.

Based on the above, the present research had as main pedagogical tool of study the playfulness in the teaching of swimming, with the purpose of developing the psychomotricity and the autonomy in children of the kindergarten effectively and pleasantly.

This research article aimed to identify the importance of the use of recreational resources in the teaching-learning process of swimming, with the purpose of developing psychomotor skills in children from 3 to 5 years old. And as specific objectives: Expand the knowledge about swimming as a fundamental sport for the global development of children in their physical, motor, cognitive, affective and social aspects; Discuss the benefits of aquatic psychomotor activities for effective learning of basic swimming skills.

LITERATURE REVIEW**The Benefits of Child Swimming**

Children between the ages of three and six are more easily absorbed by the contents proposed by swimming, and their practice at this stage is extremely important, because it is in this that children begin to present their first movements naturally in their coordination. as the crawl strokes and the more characterized arm movements. This is a time of adaptation with the liquid environment, being essential to experience various stimuli that provide mastery of the body in water, because to learn the student needs to feel safe and comfortable to develop all swimming techniques creatively (SOUZA, 2004).

For many Physical Education scholars, swimming is one of the most complete sports and, besides bringing health gains, is of great influence for the development and maturity of the child in the physical, cognitive, social affective and emotional aspects, benefiting in evolution of psychomotor elements: motor coordination, rhythm, laterality, notions of space and time.

According to Barboza (2007), among the many benefits that regular swimming brings to the child, the following stand out: increased respiratory capacity and consequently increased resistance, prevention and control of asthma and bronchitis-related respiratory diseases, improve and correct body posture, provide greater fitness and develop self-confidence. In addition to contributing to greater motor development, as the child has greater and better control over his body.

Moreira (2009) states that:

Swimming as an educational agent when applied to preschool children will assume a formative and totalizing role, leading the same children who participated in a liquid adaptation program to develop better and faster, which will make the subsequent process of literacy something simple and successful.

Thus, the focus of teaching swimming to preschool children should be to develop the body perception of movements combined with knowledge of the basic safety rules, since at this stage the child realizes all the possibilities of acquiring basic and complementary skills. for global development in swimming. Therefore, the form of teaching must be consistent with the pedagogical levels and respect each child with their own characteristics, emphasizing the intrinsic and extrinsic aspects so that the student can achieve their autonomy and be able to solve problems in the water through their creativity, increasing your desire to explore and thus reduce the fear of failure.

THE INFLUENCE OF SWIMMING ON THE DEVELOPMENT OF PSYCHOMOTRICITY IN CHILDREN OF CHILD EDUCATION.

Through physical activities children, besides having fun, create, interpret and relate to the world in which they live. Therefore, Physical Education aims to stimulate psychomotor development, as well as contribute to the integral formation of the student. In this context, swimming is an essential sport for the functional and cognitive development of children, helping to expand and balance their affection through interaction with other children, the teacher and the aquatic environment.

According to Le Bouch (2001), Psychomotricity is a pedagogical practice that aims to contribute to the integral development of the child in the teaching-learning process, favoring the physical, mental, affective-emotional and socio - cultural aspects, always seeking to be consistent with reality of the students. Thus, we can say that psychomotricity is the psychic ability to perform movements, not only of the movement itself, but of the psychic activity that transforms the image for action into adequate muscle stimuli. Thus, working the psychic development together with the motor is indispensable since both are completed in the construction of new knowledge.

The earlier and appropriately stimulated by the child through physical activity, the better their overall development in all respects. It is during early childhood education that it is most important to develop psychomotor issues, because a child who knows his body well, its limitations and uses its movements correctly, improves behavior and attention, and can solve learning problems.

Swimming lessons for children are of great importance because they work on motor development and psychomotor skills, as they contribute directly to the development of laterality, balance and overall coordination. Another great contribution of these classes is to provide leisure, recreation and health situations, contributing to the growth and evolution of perceptions, emotions and affection (DOURADO, 2013).

Thus, according to Penha and Rocha (2010), psychomotricity must be included in any aquatic activity, due to the important sensations in the search for body perception, organizing sensations received through the liquid medium in which it is immersed and the organized transposition of this movement in this space. time.

However, the major contribution of swimming to the development of psychomotor skills in children in their early years is to improve their body schema along with their physical and motor skills, mainly by developing balance and coordination of the upper and lower limbs. a significant improvement in learning outcomes. That is, the goal of child swimming should not be aimed solely at teaching the technique, but rather at complementing the process of evolution of the child's personality in general.

THE IMPORTANCE OF PLAYFULNESS IN SWIMMING LEARNING.

A child's learning and development begins from the earliest days of life, and should be encouraged to the fullest, respecting the appropriate age, through playfulness that is directly linked to the child's world. In this age group of three to five years the child enters the fantasy world, make believe, and this should be well used by the teacher of Physical Education in their pedagogical planning, using the playful resources to give wings to the imagination of their students. Thus, according to Tahara et al. (2006) playing allows children to fulfill their desires and resolve some conflicts, which in real life cannot happen so easily and spontaneously.

The playful promotes motivation and provokes positive emotions, which makes him largely responsible for the daily activities of children associated with joy, pleasure and satisfaction (VENDITTI JUNIOR and SANTIAGO, 2008). Thus, playfulness becomes an important pedagogical tool for the child's teaching and learning process, as it provides the discovery of its limits and gives them the opportunity to venture and achieve goals without them realizing it.

According to Freire and Schwartz (2005), playful activities in liquid media allow free expression, as well as the appropriation of basic aquatic motor skills in the adaptation phase, and this scope can be expanded to acquire specific aquatic motor skills. for experiencing more meaningful content in psychosocial terms. For the authors, the inclusion of playfulness in the teaching of swimming goes beyond mere entertainment or as a reward for accomplishing tasks performed during classes, it promotes new emotions and sensations, creating a new meaning for contact with the aquatic world.

Using play in child swimming introducing the properties of playfulness means bringing to the field of teaching and learning its multiple intelligences or conditions to maximize the construction of knowledge and its development. Through play the child develops his companionship and also learns to live socially (NERY, 2007).

For Corrêa and Massaud (2004), the importance of swimming for children within a playful view is to be a space for experimentation, so that children experience situations of varying qualities such as feelings of tension and distension, pleasure and displeasure, accompanied by expressiveness. motor by making her know her own body with autonomy.

In the teaching of children's swimming, it is the teacher's responsibility to articulate the playfulness in their classes, in order to promote a better personal and social educational formation of their students, encouraging the formation of positive concepts and attitudes, respecting the student and his personal culture. The child in the liquid environment is encouraged to explore their motor repertoire in search of a creative and adequate solution to achieve the results proposed by the playful activity.

Thus, for the environment to become fun, it is often necessary for the teacher to be involved in the playful process playing with the student, creating a safe and reliable environment, because it is in this moment of interaction with the children that

evolution happens in such a way. physical, motor, cognitive, affective and psychosocial aspects, favoring learning.

In general, playfulness as a pedagogical resource in the teaching of infant swimming promotes the opportunity for children to challenge themselves within their capacities and perform movements in a joyful way. With games and games in the aquatic environment the child will interact with the imagination, and thus learn to enjoy the sport of their own accord, and practice it for pleasure. Thus, swimming under the playful aspect becomes a facilitator able to improve the child's development process, providing significant gains in physical condition, psychomotor development, socialization and the formation of a future critical and autonomous citizen.

DEVELOPMENT (METHODOLOGY)

A bibliographical search for Bastos e Ferreira (2016):

It is a type of research that aims to answer a problem with the use of bibliographic material, studies and scientific analysis that, therefore, passed through the sieve of Science to be presented to society. Thus, the bibliographic survey refers to the procedure used by the researcher to select the available bibliographic material to choose the most appropriate sources for the study to be undertaken.

Based on the authors' statement, this article on Physical Education teaching and research presents bibliographic research as a method, as it is a literature review on books, articles, monographs and websites (SCIELO) about the contribution on the teaching of swimming in a playful way to develop psychomotor skills in preschool children. The period of collection took place between February and March 2019 with the purpose of enriching the research and giving a better scientific basis to the theme.

In order to develop the teaching of swimming in playful way in kindergarten students in order to develop their psychomotricity, it is first necessary to think about their integral formation, making them aware of their movements, but without inhibiting their creativity, spontaneity and freedom. As they are children in the age group of 3 to 5 years, teaching will be focused on the first phase of swimming learning, which according to Werle (2017) highlights the issue of safety and adaptation to the aquatic environment, reinforcing the crucial role of mediatization. In the first experiences of learning in water, promoting the psychomotor development of the child.

In this crucial phase of swimming learning, pleasure, comfort, safety, confidence and satisfaction in water must be persistently achieved in terms of pedagogical goals. The teacher should interact with the child in simple and didactic terms, that is, he should seek in the student a differentiated sensory processing, which gives him adaptive responses to the different conditions and situations of the aquatic environment, providing the adjustment of his body and his system. nervous water (VELASCO, 1997).

Thus, the learning phases to be achieved in this swimming teaching project are: aquatic environment, polysensory adaptation (involving different senses: experiences through the face, mouth, nose, eyes and ears), breathing, immersion, fluctuation and initiation of propulsion of arms and legs. All this, making use of playfulness as the main pedagogical tool throughout the process, to achieve the student's global development in its physical, motor, cognitive, affective and social aspects.

Therefore, the classes will be in a 45 to 65 cm deep pool, using materials of various sizes and colors (rubber balls, floating mats, spaghetti, marine-shaped boards, hoops, floating bows, toys and materials that submerge in various formats), and with games, games (psychomotor activities), music, stories and imitations for the child to learn playing, making the process of teaching and learning enjoyable.

It is important that in these classes the physical and social contact between both children and the teacher is valued so that the feeling of confidence contributes significantly to learning through free movements, without a greater concern for corrective action, as this is how the child manages to broaden his motor repertoire by developing basic swimming skills.

FINAL CONSIDERATIONS

Given what was addressed in this article of teaching and research in Physical Education, it is clear the benefits and importance of teaching swimming to children of kindergarten, because through the well-planned practice of this sport the child will improve their cardiorespiratory capacity, muscle tone, coordination, balance, agility, strength, speed and develop psychomotor skills, not forgetting, the fostering of sociability and self-confidence. All this can be achieved in a useful, fun, enjoyable and creative way when using playfulness as a pedagogical resource to provide a broad body experience in the aquatic environment in order to develop the child fully.

Child Swimming, by encouraging a body experience through stimulating playful activities, favors the structure of the child's intelligent behavior, and thus the construction and knowledge of his body scheme, providing a high educational potential for psychomotor development. Thus, the Physical Education teacher has the role of inserting playfulness providing children conditions to express themselves through games and play, promoting the acquisition of various physical and intellectual abilities. It is from the free movements in the pool that the student experiences different situations in order to learn how to deal with the difficulties that arise, thus learning to seek solutions to problems autonomously. That is, it is playing that the child develops, learns and prepares for the future.

Finally, planning lessons with playfulness requires more than creativity, requires much theoretical grounding on the cognitive, affective, and motor aspects of play and play, and how it fits within the teaching methodology of infant swimming. Play resources must be clear and consistent with the aquatic skills and content to be taught, and thus understood as a powerful mediation work tool in the teaching and learning process rather than the end product. Playfulness when understood and well used makes the class happier and more meaningful, contributing to the child's effective learning in all aspects.

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PLAYFULNESS AS A PEDAGOGICAL RESOURCE OF SCHOOL PHYSICAL EDUCATION TO DEVELOP PSYCHOMOTRICITY THROUGH TEACHING

The practice of swimming plays a major role in child psychomotor skills, as it enables the development of learning that contributes to the evolution of the child's physical, motor, cognitive and social development as it is considered a physical activity that enhances multiple motor skills through the stimulation of swimming movements. Thus, the following question arises: how to develop psychomotricity through swimming in children from 3 to 5 years old using the playful as the main methodological instrument of Physical Education? To answer this question, the present teaching and research project had as its theme: Playfulness as a pedagogical resource of Physical Education in order to develop Psychomotricity through the teaching of Child Swimming. And as a method the bibliographic research with the general objective of identifying the importance of the teaching of swimming in a playful way for the development of psychomotricity in preschool children, and with specific objectives to broaden the knowledge about this sport and to discuss the benefits of psychomotor activities in the aquatic environment for learning swimming skills. Thus, according to the study, playfulness when inserted in the teaching of swimming through games and games promotes the opportunity for children to challenge themselves, being able to create and discover various possibilities to perform movements in a fun way, which makes the playful aspect a capable facilitator. improve the child's development process, providing significant gains in physical condition, psychomotor development, socialization and the formation of a future critical and autonomous citizen.

Keywords: Playfulness, Child Swimming, Psychomotricity.

L'ENJOUEMENT EN TANT QUE RESSOURCE PEDAGOGIQUE DE L'EDUCATION PHYSIQUE EN MILIEU SCOLAIRE POUR DEVELOPPER LA PSYCHANALYSE PAR L'ENSEIGNEMENT

La pratique de la natation joue un rôle majeur dans les habiletés psychomotrices de l'enfant, car elle permet de développer un apprentissage qui contribue à l'évolution de son développement physique, moteur, cognitif et social, car elle est considérée comme une activité physique qui améliore les habiletés motrices multiples en stimulant les mouvements de nage. La question suivante se pose donc: comment développer la psychomotricité par la natation chez les enfants de 3 à 5 ans en utilisant le ludique comme principal instrument méthodologique de l'éducation physique? Pour répondre à cette question, le présent projet d'enseignement et de recherche avait pour thème: La Ludicité en tant que ressource pédagogique de l'éducation physique pour développer la psychomotricité à travers l'enseignement de la natation aux enfants. Et comme méthode, la recherche bibliographique a pour objectif général de cerner l'importance de l'enseignement de la natation de façon ludique pour le développement de la psychomotricité chez les enfants d'âge préscolaire, et avec des objectifs spécifiques d'élargir les connaissances sur ce sport et de discuter des avantages de activités psychomotrices dans le milieu aquatique pour apprendre les techniques de natation. Ainsi, étant donné l'étude, l'enjouement, lorsqu'il est inséré dans l'enseignement de la natation par le jeu et par le jeu, offre aux enfants la possibilité de se mettre au défi, de créer et de découvrir diverses possibilités pour exécuter des mouvements de manière ludique, ce qui en fait un élément facilitateur. capable d'améliorer le processus de développement de l'enfant, offrant des gains significatifs en condition physique, développement psychomoteur, socialisation et formation d'un futur citoyen critique et autonome.

Mots-clés: Ludicité, natation des enfants, psychomotricité.

El lúdico como RECURSO PEDAGÓGICO DE LA EDUCACIÓN FÍSICA ESCOLAR PARA DESARROLLAR LA PSICOMOTRICIDAD A TRAVÉS DE LA ENSEÑANZA

La práctica de la natación juega un papel importante en las habilidades psicomotoras del niño, ya que permite el desarrollo del aprendizaje que contribuye a la evolución del desarrollo físico, motor, cognitivo y social del niño, ya que se considera una actividad física que mejora las habilidades motoras múltiples a través de la estimulación de movimientos de natación. Por lo tanto, surge la siguiente pregunta: ¿cómo desarrollar la psicomotricidad a través de la natación en niños de 3 a 5 años utilizando el lúdico como el principal instrumento metodológico de la educación física? Para responder a esta pregunta, el presente proyecto de enseñanza e investigación tuvo como tema: la ludicidad como recurso pedagógico de la educación física para desarrollar la psicomotricidad a través de la enseñanza de la natación infantil. Y como método, la investigación bibliográfica con el objetivo general de identificar la importancia de la enseñanza de la natación de una manera lúdica para el desarrollo de la psicomotricidad en niños en edad preescolar, y con objetivos específicos para ampliar el conocimiento sobre este deporte y discutir los beneficios de Actividades psicomotoras en el medio acuático para aprender habilidades de natación. Por lo tanto, dado el estudio, el juego cuando se inserta en la enseñanza de la natación a través de juegos y juegos promueve la oportunidad para que los niños se desafíen a sí mismos, pudiendo crear y descubrir varias posibilidades para realizar movimientos de una manera divertida, lo que hace que el aspecto lúdico sea un facilitador. capaz de mejorar el proceso de desarrollo del niño, proporcionando ganancias significativas en la condición física, desarrollo psicomotor, socialización y la formación de un futuro

ciudadano crítico y autónomo.

Palabras clave: ludicidad, natación infantil, psicomotricidad.

A LUDICIDADE COMO RECURSO PEDAGÓGICO DA EDUCAÇÃO FÍSICA ESCOLAR PARA DESENVOLVER A PSICOMOTRICIDADE ATRAVÉS DO ENSINO DA NATAÇÃO INFANTIL

A prática da natação tem um papel de grande relevância sobre a psicomotricidade infantil, pois possibilita desenvolver aprendizagens que contribuem para a evolução do desenvolvimento físico, motor, cognitivo e social da criança por ser considerada uma atividade física que aperfeiçoa habilidades motoras múltiplas através do estímulo de movimentos natatórios. Desse modo, surge o seguinte questionamento: como desenvolver a psicomotricidade através da natação em crianças de 3 a 5 anos utilizando o lúdico como principal instrumento metodológico da Educação Física? Para responder a esta problematização o presente projeto de ensino e pesquisa teve como tema: A Ludicidade como recurso pedagógico da Educação Física Escolar para desenvolver a Psicomotricidade através do ensino da Nataação Infantil. E como método a pesquisa bibliográfica com o objetivo geral de identificar a importância do ensino da natação de forma lúdica para o desenvolvimento da psicomotricidade em crianças da Educação Infantil, e com objetivos específicos de ampliar os conhecimentos acerca dessa modalidade esportiva e discorrer sobre os benefícios das atividades psicomotoras no meio aquático para a aprendizagem das habilidades em natação. Assim, diante do estudo realizado, a ludicidade quando inserida no ensino da natação através de jogos e brincadeiras promove a oportunidade das crianças se desafiarem, podendo criar e descobrir várias possibilidades de realizar movimentos de uma forma divertida, o que torna o aspecto lúdico um facilitador capaz de melhorar o processo de desenvolvimento da criança, proporcionando ganhos significativos na condição física, no desenvolvimento psicomotor, na socialização e na formação de um futuro cidadão crítico e autónomo.

Palavras-chave: Ludicidade, Nataação Infantil, Psicomotricidade.