



Playfulness and physical activity: Physical, cognitive and social training, a letter ma quality of life

Ludicidade e atividade física: Treino físico, cognitivo e social, uma carta ma qualidade de vida

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ABSTRACT

The experience was carried out at the Apeú health academy, a primary care space, with the aim of promoting body practices and physical activity in health promotion and contributing to care and healthy lifestyle. Thus combating DCNTS and space evasion, we seek alternative means of encouraging the modality of physical, cognitive and social practice of space participants. In order to guide, prevent and solve possible diseases, in addition to providing new meetings and approaching users. We seek to innovate our means of attending to bodily practices and physical activity in July, experiencing playfulness in activities without losing the improvement and quality of life.

Keywords: Physical, Health.

RESUMO

A experiência foi realizada na academia da saúde do Apeú, espaço da atenção primária, com o intuito de promover praticas corporais e atividade física em promoção a saúde e contribuir com os cuidados e modo de vida saudável. Combatendo desta forma as DCNTS e a evasão do espaço, buscamos meios alternativos de incentivo na modalidade da pratica física, cognitiva e social dos participantes do espaço. Com o intuito de orientar, prevenir e solucionar possíveis agravos de doenças, além de proporcionar novos encontros e aproximação com os usuários. Buscamos inovar nosso meio de atendimento as práticas corporais e atividade física no mês de julho, vivenciando a ludicidade nas atividades sem perder a melhoria e qualidade de vida.

Palavras-chave: Físico, Saúde.

1 INTRODUCTION

The experience was carried out at the Apeú health academy, a primary care space, with the aim of promoting body practices and physical activity in health promotion and contributing to care and healthy lifestyle. Thus combating DCNTS and space evasion, we seek alternative means of encouraging the modality of physical, cognitive and social practice of space participants. In order to guide, prevent and solve possible diseases, in addition to providing new meetings and approaching users. We seek to innovate our means of attending to bodily practices and physical activity in July, experiencing playfulness in activities without losing the improvement and quality of life.

An activity that facilitates physical, cognitive, psychological development, stimulates intellectual development, enables learning. But conceptualizing the term is not an easy task. Through playfulness there is the development of the skills of learning to be, learning to live together, learning to know and learning to



do; developing companionship; learning to accept losses, testing hypotheses, exploring their creative spontaneity, enabling the exercise of concentration, attention and socialization.

According to Winnicott (1995), play is considered pleasurable due to its ability to absorb the individual intensely and totally, creating a climate of enthusiasm. It is this aspect of emotional involvement that makes an activity of strong motivational content, capable of generating a state of vibration and euphoria. Playfulness channels children's energies, overcomes their difficulties, modifies their reality, provides conditions for the release of fantasy and turns it into a great source of pleasure.

2 GENERAL OBJECTIVE

Perform physical activity practices in health promotion in a playful way.

3 SPECIFIC OBJECTIVE

Perform different body practices to the public of the health academy; Promote sociability to the space;

Encouraging the capacity to absorb the individual intensely and totally, creating a climate of enthusiasm.

4 METHODOLOGY

Due to the importance that is given to the possibilities of learning through playfulness and the preparation and training of professionals for proper performance, Oliveira points out that professionals should be trained for playful practice, with educational institutions having to invest in their educators, providing training that would lead them to incorporate playfulness into their pedagogical proposals, emphasizing that its use is not a waste of time, but a partner. (Oliveira 2009).

We conducted an action research, so it is seen as a form of social engagement at the service of the popular classes, linked to one of the objectives linked to the health academy program, which is body practice and physical activity. The space has students practicing daily, there was no registration for our playful training, however, in order to cover and captivate as many people as possible in the project.

With this we used a game of playing cards, where we use the numbers the means of repetitions of the exercises and the suits of the cards were tied to the exercises. In the execution of the activities carried out in July, we formed groups, where it depended on the number of participants on the day, and each member of the group drew his card, and soon after they joined the cards to make the sequence or the sum of the same card for execution.

Playful situations, whether competitive or not, are favorable learning contexts because they allow the exercise of a wide range of movements that require the student's attention in an attempt to perform them



satisfactorily and adequately. They include, simultaneously, the possibility of repetition for maintenance and for functional pleasure and the opportunity to have different problems to solve. Moreover, because training constitutes a moment of very significant social interaction, the sociability issues are sufficient motivation to maintain interest in the activity.

5 RESULTS

In our work it was fundamental and necessary to know and understand, thus stimulating and avoiding evasions of the space carried out, concretizing our fundamental results a didactic training, directed, a planning, with objective of what to teach to promote the development and learning of those involved.

When applying the playful resource it is essential to be active and dynamic in the process, leading students to act, think, feel, also actively and dynamically, stimulating to achieve their autonomy. With the proper application of the playful some attitudes and actions become necessary and important to the participants.

The planning, with the organization of the activity, the selection of materials, the definition of the objectives and the organization of the space, the mediation of the professional participating in the activities, aimed at our result, through conversation that allows the analysis of the actions during the performance of the activities, arousing the interest and desire of the participants, enabling the development of thought, the expression of feelings and learning. (Marinho; Junior; Son; Finck, 2007).

By using the playful in order to intervene in the learning process; use criticism to encourage the continuity of the activity, showing how much the subject is capable; participate in training; developing the ability to observe showed interest and pleasure during the activities, provide opportunities for everyone to participate, reduce and increase difficulties when necessary.

6 CONCLUSION

It is emphasized in this way that the playful activities enable the incorporation of values, cultural development, assimilation of new knowledge, the development of sociability of creativity.

The ludic as action of corporal practice becomes a moment of re-elaboration of the experiential knowledge and constituted with the group or individually where the participants began to be the protagonist of their social history, the subject of the construction of their identity, seeking a self-affirmation.

Being several possibilities and causes of difficulties in the practice of physical activity, the playful has great importance as a strategy to overcome learning difficulties.

What we found was a means in the program that uses playfulness to keep students motivated without abandoning the original objectives of functional training. In this sense, we can consider that games and games are a means found by the program for students to achieve their training goals, maintaining motivation



and creating a different environment, where the load is focused on physical effort, fun and cooperation and social. Without the mental strain of physical effort, through playfulness students overcome everyday stress.



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