Management, interaction and learning processes: The Play and New Technologies in the Educational Process

GESTÃO, INTERAÇÃO E PROCESSOS DE APRENDIZAGEM: O LÚDICO E AS NOVAS TECNOLOGIAS NO PROCESSO EDUCACIONAL

DOI:10.34117/bjdv8n1-068

Recebimento dos originais: 07/12/2021
Aceitação para publicação: 07/12/2022

Joselia Maria da Paz
Pedagoga
Mestre em educação

Diogenes José Gusmão Coutinho
Doutor em Biologia

ABSTRACT
Games and games have always been present in children's lives, contributing to their development process. The attempt to homogenize learning and pleasure in schools often does not happen because it disregards the infantile universe and its ways of conceiving the adult world through playfulness. Thus, we sought the meaning, possibilities and controversies of children's games and games, from different studies and also understand that, at present, the intelligent use of new technologies (Internet, for example) in education is precisely the one that attempts to bring about changes in the current pedagogical approach to cooperate with the teacher to make the method of knowledge transmission more efficient.

Keywords: Management. New technologies. Learning

RESUMO
Os jogos e brincadeiras sempre estiveram presentes na vida das crianças, contribuindo para o seu processo de desenvolvimento. A tentativa de homogeneizar a aprendizagem e o prazer nas escolas muitas vezes não acontece, por, desconsiderar o universo infantil e suas formas de conceber o mundo adulto através do lúdico. Dessa forma, buscou-se o significado, as possibilidades e controvérsias dos jogos e brincadeiras infantis, a partir de diferentes estudos e também compreender que, na atualidade, o uso inteligente das novas tecnologias (Internet, uso do celular, por exemplo) na educação é justamente aquele que tenta provocar mudanças na abordagem pedagógica vigente no sentido de cooperar com o professor para tornar mais eficiente o método de transmissão de conhecimento.

INTRODUCTION

The human being was born to learn, to discover and take possession of knowledge. The child discovers and learns new things in contact with his or her fellow men and in living with their daily lives. It is during childhood that all his acts are linked to play. It is believed that through them children satisfy their interests and find pleasure in their games. Classroom play can be experienced in all activities, as it is a way of instructing and teaching that arouses pleasure and, in this way, learning is realized. Piaget (2003) confirms that "... the playful activity is the mandatory cradle of the child's intellectual activities and is therefore indispensable to the educational practice".

The class that has the playful as one of the methods for learning is a class that is focused on the interests of the student without losing their goals, games and games. In my view, a game or a joke in the classroom, does not just represent a moment of recreation and fun. These playful activities enable more differentiated mental actions, and there is in these moments a greater learning than if the teacher delivered ready-made activities on sheets or copied from the board to the notebook. (TUBINO, 2010, p.14)

Based on these conceptions, when studying play in learning, the great challenge is to stimulate teachers about their role of educating the mediator of the process of interacting among people and putting in their teaching proposal, play as an instrument of social development. Through the challenges in the educational sphere it is important to seek answers about the meaning of the game that, in its etymological sense, as Maluf (2003) adds that "Every learning that play allows is fundamental for the formation of the child, in all stages of his life."

Taking as hypothesis the belief that playful activities provide students with pleasurable moments, enabling a better performance and feeling involved with the teaching/learning process, but that even so, this resource has been little used in daily school life is what will be presented some possible answers in the literature on the subject in question.

For this, it is necessary to provide more information about the teaching process learning, training, as well as indispensable resources to put into practice the use of technology in all educational plans, because it is understood by educational technology, the set of techniques, procedures and methods that use digital media and other resources as basic tools applied to teaching, with the possibility of acting systematically between those who teach and those who learn.
New technologies arise with the need for specializations of knowledge, a new model emerges in education, with it one can develop a set of activities with didactic-pedagogical interests”. (LEOPOLDO, 2004, p.13).

In this sense, this article has as a general objective to address the look of school management under the need to focus on playful activities in teaching-learning, in which it needs to invest in actions that support teachers with a solid continuous education in which they can understand the relevance of new practices that would enable the improvement of teaching and consequently a meaningful and motivating learning with the proper use of technologies present in our society, besides promoting reflections feelings expressions that favor a critical reading of practical reality in the classrooms, analyzing that play and technology are not only as a predominant characteristic of the student, but as a basic factor of the development of human learning, a new way of thinking about education, and for this, it is important to consider that technology is part of the current social context. Thus, the teacher, as the one who provides the construction of knowledge, needs to use resources that modify their classes, in order to incite the search for knowledge by students, teaching dynamic, motivating, attractive classes and understanding that the available technologies help in the educational method.

Theoretical Framework

Play as a resource in the development of early childhood education

The playful can be worked in the classroom in all its activities, because it is a way for the child to learn in a joyful and pleasurable way, as already mentioned.

play is an integral part of the childish world of the life of every human being. The look at the playful should not be seen only as fun, but rather of great importance in the teaching-learning process in the childhood phase. (RIBEIRO, 2013, p.1)

It is of paramount importance to use games and games in the pedagogical process, because the contents can be worked by mediation of playful activities, thus cooperating for the overall development of the child.

Undoubtedly, the "information age" or was "technological", is present in people's lives and therefore, the educational experience should be diversified since it encompasses a plurality of tasks. Perceptions about the individual, society, family and childhood have changed drastically as well as the way they relate, learn and play have undergone radical changes, and in the educational context, students need to master the learning process for the development of their abilities, and no longer absorb only content. According to Piaget,
apud Yogi, (2003), "The school must train inventive and creative men who do not repeat what other generations have done".

Thus, it is necessary a firm, active and challenging education aiming at the development of competencies for the reach and use of information. The Internet is increasingly present in the daily life of society, in which the strong cultural presence increases more and more. Therefore, it is necessary that the school/teacher facilitates the student's learning and contributes to its insertion in the social context, considering the importance of play for learning.

**Innovative management, a proposal under construction**

School management establishes a very strong aspect of education, since it is an aspect of action that aims to prepare, mobilize and articulate the resources and material and human conditions indispensable for the security of the advancement of the socio-educational processes of schools, in order to generate an education necessary to transform students into citizens capable of facing the challenges of a society in constant transformation.

Recognizing that quality school management needs to provide innovative opportunities for students to acquire knowledge, skills and competencies essential to their academic and citizen life. Cultural values and traditions that must be respected, because the school is a space in which students should feel valued. The role of the manager has been modified over time and the manager must meet these new changes to suit the reality currently experienced. In this process of democratic management the school must assume a responsibility with the construction of new learning techniques, seeking partnership with the school community and other entities.

The vision of democratic management already seeks the whole, the search for participation of all in the actions, creative, intentional, pedagogical and administrative decisions. (LEVINE, 2003). In this management it is understood that the results, are deserved of all, since there was co-participation of the members and what was decided was communicated. (CARVALHO, 2012). The educational director is a partner who must intercession between the administrative and pedagogical sectors, but always counting that decisions must start from an appreciation of the group.
As democratic management presupposes the mobilization and organization of people to act collectively in the promotion of educational objectives, the work of school principals is based on their leadership competence, which is expressed in their ability to influence the performance of people (teachers, employees, students, parents, others) to achieve these objectives and their involvement in carrying out the educational actions necessary for their realization. (LÜCK, 2009, p.75)

Likewise, decisions are collective, such as successes and successes, all are responsible for the walk of the school and its results, generating the feeling of participation of employees, because they feel like an important part of the process, creating a feeling of motivation, of wanting to do well, because he knows that the effort will be recognized. (LÜCK, 2009).

However, school management must take into account the real conditions present in school, trying to a relationship of union of all, debating conflicts, ruptures and providing the constitution of new forms of affinity of work with commitment, collective reflection, which favors dialogue, in which the different segments respect each other in favor of the development and improvement of the educational process, because it is thus, that the power relationship within the classroom can also be modified in an active construction.

The game and the games: the educational process

It is believed that as the child grows, there are changes in the content of recreational activities and as a consequence, in their actions.

[...] development, are interrelated from the first day of the child's life. All this study will favor the use of games and games in the educational process and how this will collaborate with the teaching of computer science in Early Childhood Education. (VYGOTSKY, 1994, p.35).

The child, when playing, acts freely, having as the only obstacle the possible resistance of the objects that is manipulated. Therefore, the objects that resist can be transformed into fantasy without the most diverse eres.

Play is a privileged situation of child learning where development can reach complex levels, precisely by the possibility of interaction between peers in an imaginary situation and by negotiating rules of coexistence and thematic content. (WAJSKOP, 2005, p.35)

Piaget (1977) states that play is free and spontaneous conduct, where the child expresses his will and pleasure. When playing, the child assimilates the world in his way, without commitment to reality, because his interaction with the object does not depend
on his nature, but on the function that the child attributes to him, it is what the author calls symbolic play.

In summary, Freire apud Yogi (2003) adds that "playful activities cause the child to learn with pleasure and joy is through learning that constitutes a process of knowledge. After all "without the curiosity that moves me, that worries me, that inserts me in the search, I do not learn or teach." After all, the playful develops a very important role in the child's life, stimulating and enriching to achieve a learning process.

New technologies as a facilitating tool for learning

The traditional teaching pattern, in which the teacher holds the knowledge and the students are only listeners, attentive, most of the time, a tedious, tiring and not pleasant teaching to the student. However, if you bring the teaching archetype to a current panorama through alternative resources, students appear more dynamic and motivated to learn (YAMAZAKI; YAMAZAKI; ZANON, 2002).

Advances in technological areas, particularly together, communication are the great brand of this contemporary era. All this mutation affects the way of relating in both economic and social domains, as well as political and cultural. In this new global conjuncture, the method of education is also transformed, facing provocations to adapt to the progress of technologies and to guide the use and critical appropriation of these new means (CARVALHO, 2017).

Altino Filho e Alves (2015), informs that in view of the post-modernization of society, it is necessary to rethink and reformulate teaching, consisting of meeting the issues brought about by the globalization of knowledge. In this context, it is essential that the teacher broadens new horizons to move in this universe, being able to evaluate the means at his disposal and choose teaching instruments offered by educational environments having as reference something more than common sense, adhering to new ways of teaching and learning (CARVALHO, 2017). The educator must know the new technologies, be a creative and competent professional, seeking a basis for their use within the new social values (RIBAS, 2008).

This technological revolution originated for education new educational probabilities using multimedia as a tactic distinguished in the elaboration of content, several didactic tools, allowing new possibilities to educate by the teacher and to learn by the student (CARDOSO, 2007). Cultivating these new ways of instructing and learning, in addition to covering those who are still in digital exclusion statistics, is already a
conformity in the pedagogical circle. The so-called "new technologies", or exactly information and communication technologies (ICT), decide the current situation of education and on teaching. ICT's are already common citations in texts that involve the educational moment, leaving still a great deal of disapproval as to their delimitation (BARRETO, 2004).

The educational and communication technology, lately, admits to managing and inventing teaching materials using multimedia with interactivity that make teaching spaces more effective – learning based on ICT's. However, the teacher needs to be involved in this new language of knowledge, so that he has emancipation in the teaching process in the classroom (TAROUCO, 2003).

Another very relevant observation of the use of technologies in the learning teaching process, since the school does a social work, inserting these individuals in the technological sphere, thus extinguishing all impediments that may exist, whether social, cultural or intellectual.

It should be noted that new technologies in many schools are still inaccessible to students for several reasons: computer room with few computers or broken, few image projectors, no internet signal, among others. Due to the lack of technological resources, attached to classical teaching practices, students cannot be prepared to work in the information society and, in many schools, students continue to be formed for exams, Enem and vestibular.

Hargreaves (2004), assures that "public education is seen as a low-cost system, working from low-skilled, underpaid and overworked teachers whose job is to maintain order, teach for exams and follow standardized curriculum scripts". Therefore, it is a great need to enable funds for the entry of new technologies into the classroom.

The reality of many public schools, as we know, did not integrate everyone as it aspired to. It is necessary to overcome this mold, and public education policies have been investing little in this area, which makes resources scarce for the demands of schools to be met. Thus, school management and teachers should be vigilant to this reality, because, even if it is an innovation in terms of teaching method in the classroom, it is respectable to understand that students go to school with a sociocultural experience and use of these technological means that can overcome that of educators.
2 METHODOLOGY

This research is characterized as indirect and its bibliographic design. According to Boaventura (2004, p;17) "in bibliographic research for the realization of the monograph, dissertation or thesis, the researcher is not a simple consul of books and magazines in the library. It is a decided operator in search of the sources."

Thus, this work is not restricted in seeking bibliographic sources, because research also on the Internet will contribute to the construction of a pedagogical approach on the practice of ludicity, expanding academic research and activities to build the philosophical, methodological and cultural bases of the investigated contents and the study of concrete reality on the practice of ludicity and the use of new technologies in the classroom as a stimulus to learning and encouragement as an essential member of educational progress.

3 FINAL CONSIDERATIONS

The playful has been gaining attention in the academic environment due to the increasing amount of subsidies for its evaluation and reflection, but few have verified its application and systematization as a pedagogical tool either in social practices and especially in school, which lack mechanisms capable of, while attracting the attention and interest of participants, stimulate their intelligences and promote their learning.

The reflection on the need to experience playful activities in education makes us understand that ludicity is of fundamental seriousness for the overall development of the child. Rethinking about pedagogical practice with the teacher in order to reconstruct the taste for playful play is a task that aims to bring knowledge baggage, contribution to a pleasant learning.

And undoubtedly, the new educational technologies put the school, and all those who are intricate in it, in contact with the world. However, it is necessary to adopt effective exits that prevent the division of society between those who have information, and others who are away.

However, educators should also play their part, internalizing the use of these technologies effectively and creatively in their school routine, starting with teachers in the early years, for example, responsible for literacy and literacy of our mother tongue, and now also digital. With this, the school's biggest provocation in making such technologies available is to make students and educators understand exactly how and when they should prevail from what these technologies provide.
For this, the manager who exercises important attributions of mediation and leadership must generate an atmosphere of transformation of attitudes and encourage the members of the school organization to follow him towards a reflective and active school. To this end, investing in participatory management exercises, motivational methodologies and restructuring of the institution becomes a dynamic path for the realization of education in contemporary society.
REFERENCES


BRAZIL, MEC - SECRETARIAT OF ELEMENTARY EDUCATION. National Curriculum Parameters of Early Childhood Education. Brasília: MEC/SEMT, 2002


