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El juego como actividad físico-recreativa fundamental en la formación del niño

Play as a fundamental physical- recreational activity in the child's training

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Resumen

La investigación está procurada por la insuficiente participación de los escolares del grupo B de tercer grado del seminternado Camilo Cienfuegos, municipio Santa Clara, en actividades físico-recreativas en el horario de Deporte para todos. Lo anterior trae consigo que se plantee el siguiente problema científico: ¿Cómo contribuir a incentivar a los escolares del grupo B de tercer grado del seminternado Camilo Cienfuegos, municipio Santa Clara, a participar en actividades físico-recreativas en el horario de Deporte para todos? Por lo que se traza como objetivo: elaborar juegos para el incremento de la participación en actividades físico-recreativas de los escolares del grupo B de tercer grado del seminternado Camilo Cienfuegos, municipio Santa Clara, en el horario del Deporte para todos. La población está compuesta por los escolares del grupo B de tercer grado de dicha escuela. Para lograr el objetivo se tiene en cuenta la utilización de métodos de nivel teórico como el análisis síntesis, del nivel empírico, la revisión documental, la encuesta, la observación y el pre experimento, acompañados de métodos estadístico-matemáticos de la estadística descriptiva como la distribución empírica de las frecuencias; lo que permitió conocer intereses, motivaciones y valorar la participación a partir de su aplicación. Se logra una elevada incorporación e incremento de los estudiantes en las actividades físico-recreativas.

Palabras clave: juegos, actividades físico- recreativas, escolares

Abstract

The research is sought by the insufficient participation from school children in group B of the third grade of the Camilo Cienfuegos primary school Santa Clara municipality in physical-recreational activities in the time of Sports for all. Which brings about the following scientific problem: How to contribute to encourage schoolchildren in group B of the third grade of the primary school Camilo Cienfuegos, Santa Clara municipality to participate in physical-recreational activities during the Sports for all time? Therefore, the objective is to develop games to increase participation in physical-recreational activities of schoolchildren in group B of the third grade of the primary school Camilo Cienfuegos, Santa Clara municipality in the Sports for all time. The population is made up of schoolchildren from group B from the school previously mentioned. To achieve this purpose, the use of theoretical level methods such as synthesis analysis, empirical level, documentary review, survey, observation and pre-experiment, accompanied by statistical-mathematical methods of descriptive statistics such as distribution of empirical frequencies, are taken into account; what allowed knowing interests, motivations and valuing the participation from its application. Achieving a high incorporation and incensement of students in physical-recreational activities.

Keywords: *games, physical-recreational activities, school*

Introducción

Raising the standard of living of girls, boys and the population in general constitutes a challenge that, in one way or another, will be given by the influence of all social phenomena. In this sense, play plays a very important role in physical-recreational activities. Domínguez (2018), affirms that training and educating, in such a way that the student feels these influences as a necessity, not as an imposition and the game is one of the most suitable means and is achieved in the unity of action of the group. The authors share the criteria given by Fernández (2013) when he states that the reality is that games open the way for girls and boys to the world and influence in their mental development.

As Watson (2008) criterion that the game can become through a correct direction, in a mean of education since it offers the possibility of developing cognitive, affective and volitional aspects of the personality, taking into account the needs and rights of infants, this interest is a permanent task of our society.

On the other hand, Leyva, Cedié and Hernández (2018) reveal that video games have negative influences on the systematic practice of physical-recreational activities. In this sense, in the opinion of the authors, the game is an instrument that must be used by the Physical Culture professional to enhance the physical and mental development of the child.

Regarding the recreational event, Waichman (2004) agrees when he states that most of the approaches are focused on play and fun, which is almost known as a compensation (against function) to serious and routine activities, its essential component is the joy that actually ends when the organized activity ends. It is also important to cite researchers such as Fullea (2004); Ramos (2004); Sosa (2015) who state that Physical Recreation constitutes a part of Recreation and weight physical-sporting activities, this definition appears in various studies.

In this sense, Sosa (2015) systematizes according to the new current conceptions and proposes that:

Physical Recreation is a set of physical activities defined by physical-recreational reasons that constitute a subsystem of recreation and is part of the physical culture of the population with emphasis on active rest, health, the creation of motor habits, fun and creative individual development. This type of recreation is characterized by a certain level of motor skills, which generates a high level of physical-recreational protagonism. (p.13)

On the other hand (Poso, Aponte, Zapata and Betancourt, 2020) carry out a study where they support the experts in the phenomenon of recreation and explain about the theories of leisure and free time in the process of socialization in educational institutions.

In spite of all the previous stated it remains the need of investigating in terms of encouraging the participation of students in physical-recreational activities through games, which leads to investigate these elements in the Camilo Cienfuegos primary school, Santa Clara municipality, where it is stipulated through the strategy of school physical education and administration reports that, 3rd grade Group B students do not engage in physical-recreational activities during the Sport for all time.

This leads to the following problematic situation: insufficient participation of schoolchildren in group B of the 3rd grade of the primary school Camilo Cienfuegos, Santa Clara municipality in physical-recreational activities during the Sports for all time.

Which brought with it the following scientific problem: How to contribute to encourage schoolchildren in group B of the 3rd grade of the Camilo Cienfuegos primary school, Santa Clara municipality to participate in physical-recreational activities during the Sports for all time?

Therefore, the objective is: to develop games to increase the participation in physical-recreational activities of schoolchildren in group B of the third grade of the primary school Camilo Cienfuegos, Santa Clara municipality in the Sports for all time.

As results of the research, designed games are proposed to encourage the participation of 3rd grade students in Sport for all.

Methodology

The investigation is divided into three stages:

1. Diagnosis
2. Preparation and application
3. Valuation

Camilo Cienfuegos Primary School has an enrollment of 479 students from all grades. Taking into consideration a population from group B of third grade with a total of 24 students, of which 14 are female and 10 are male, since it is the group worked with, during the work practice.

The methods and techniques used were the analytical-synthetic, the inductive-deductive, the documentary review, the pre-experiment, the observation, the survey and the empirical distribution of frequencies. In the first stage of research the methods used were: The observation was carried out in a covert, field and systematic way; with the objective of characterizing the physical-recreational activities that are developed in group B of the third grade of the school Camilo Cienfuegos, Santa Clara municipality. It was carried out in a period of time of one month (October 2019) with three weekly frequencies, for a total of 12 observations made. The survey was conducted on all third-grade group B schoolchildren from the Camilo Cienfuegos primary school, Santa Clara municipality, and consisted of three questions::

1. ¿ Do you play games during the Sports for all time?
2. ¿ Do you like to do physical-recreational activities in the Sports for all time?
3. ¿ What games would you like to play during the Sports for all time?

In the second stage of research the methods used were:

The documentary review and analytical-synthetic, these were used from the survey carried out in the previous stage and the elements outlined in the introduction. They were also used in the making of the games; These were organized according to the characteristics of the group worked with, their methodology is playful, to ensure that the 24 schoolchildren get involved in physical-recreational activities and feel committed to its development; so they can experience, learn, understand the reality that surrounds them, release tension, develop their imagination, their ingenuity and understand their environment.

The 24 schoolchildren in the group were involved. Taking into account these aspects, a total of five games were conceived, this variety allows enhancing motivation to achieve a greater participation of schoolchildren in these activities. The other method used was the pre-experiment, which was carried out under natural conditions, during a period of two months (November and December 2019) with three weekly frequencies, for a total of 24 frequencies.

In the third stage of research the methods used were: The observation, carried out in a covert, field and systematic way; with the aim of assessing the implementation of the games and their acceptance by the schoolchildren of the group. It was carried out over a period of three months with three weekly frequencies, for a total of 36 observations made.

The survey was made to all the schoolchildren in group B of 3rd grade, the questions were the same as those carried out in the survey of the first stage of the research.

Results and discussion

The results are divided into two fundamental moments, before applying the pre-experiment and after being applied, the first moment will be identified as moment-1 and the second as moment-2. At moment-1, as a result of the observations made, it was found that 21 schoolchildren, that constitute 88% of the group, do not carry out physical-recreational activities during the Sports for all time, they remain seated in the classroom by their own will, in this same place they eat their snack and then consume the schedule playing electronic games or board games such as Spanish cards and checkers. The other 12%, that is, three schoolchildren, are engaged in playing tag and hide, which constitute physical-recreational activities.

That is, 88% of the study subjects do not engage in physical recreational activities at that time.

This information can be seen in the following table:

Table 1. Observation results

Students who carry out physical-recreational activities.	Students who do not perform physical-recreational activities.
3(12%)	21(88%)

The survey conducted at time-1 yielded a series of data. The data for response one and two can be seen in the Table. 2.

Table 2. Survey results 1st moment

Student Response	Questions	
	1	2
Si	3	5
No	21	19

1. ¿ Do you play games during the sports schedule for everyone?
2. ¿ Do you like to do physical-recreational activities in the sports schedule for everyone?
3. ¿ What games would you like to play during the Sports For All schedule?

In question three, the 24 students for 100% answered that they would like to play games of racing, jumping, quick, grabbing and guessing. As you can see in table 2, from 24 from group B of 3rd grade, only three carry out physical-recreational activities during the sports for all time and only five, like physical-recreational activities.

Preparation and structure of the Games

First game

Name: Hug your friend

Method: Game Materials: None

Organization: Scattered on the ground

Procedure: The teacher or a selected child will say a number aloud and the other children will have to come together through a hug according to the number mentioned. Rules: Cannot pushed each other and the groups must be formed by the mentioned number.

Second game

Name: Guess the word

Method: Game Materials: A watch

Organization: 2 teams will be formed, opposite each other, sitting on the floor. Procedure: A team will say a word to a child of the opposing team selected by his team. The child must perform movements of body expression, in such a way that his mates guess the word, they have 5 minutes to do it. Rule: Whoever represents the word cannot speak.

Third Game

Name: The Wolf and the Rabbit

Method: Game Materials: A chalk

Organization: Scattered through the field previously marked by the teacher.

Procedure: Within the group of students there will be 2 wolves and the others will be rabbits. The wolves must touch the rabbits and they must sit on the ground and wait for another rabbit to touch them to continue running, the game ends when all the rabbits are captured.

Rules: They cannot go outside the boundary of the ground. The sitting rabbit cannot move until another rabbit touches him.

Fourth Game

Name: The jump of the rabbit and the frog.

Method: Game Materials: A chalk

Organization: Two rows are formed and two marks are placed at a distance of 15 meters, the first child in each row at the sound of a signal made by the teacher or a student, must move jumping with their feet joined from the first mark to the second and jump back with feet shoulder width apart. When he returns the next child will come out and perform the same action. The first team in which all its members finish, wins. Rules: The first child cannot leave before the signal. He cannot leave until he reaches the starting point of the one before him.

Fifth Game

Name: The hare and the tortoise.

Method: Game Materials: A chalk

Organization: Two rows are formed and two marks are placed at a distance of 10 meters, the first child in each row at the sound of a signal made by the teacher or a selected student, must move running in a straight line at their maximum speed from the first mark to the second and return in the same way. When he returns the next child will come out and perform the same action. The first team in which all its members finish wins.

Rules: The next child who has to come out of each row cannot do so until the one before him do not finish.

At moment-2, as a result of the observations made, it was possible to verify that during the first month the students did not fully participate in the games, but from the second month on, the 24 students, who constitute 100% of the group were actively participating in the games implemented, thus carrying out physical-recreational activities during Sport for all time.

During the third month, the 24 students carried out physical-recreational activities on a voluntary basis and the teacher's guidance was not necessary, among the activities were the five games made in this research and others created by themselves.

The survey conducted at moment-2 yielded the following data:

The data for answer one and two can be seen in the table. 3.

Tabla 3. Results of the survey 2nd moment

Student Response	Questions	
	1	2
Si	24	24
No	0	0

1. ¿ Do you play games during the sports schedule for everyone?
2. ¿ Do you like to do physical-recreational activities in the sports schedule for everyone?
3. ¿ What games would you like to play during the Sports For All schedule?

In question three, the 24 students answered that they liked the games made, that is, the games made in this investigation.

This table shows a positive increase on the part of the group's schoolchildren in terms of participation in physical-recreational activities in the Sports for all time and the acceptance of them.

The comparison made between moment-1 and moment-2 in terms of observation shows a series of results that can be seen in the following tables.

Tabla 4. Observation comparisons

Moment-1	Moment-2
Schoolchildren who carry out physical-recreational activities. (A1)	Schoolchildren who carry out physical-recreational activities. (A2)
3(12%)	24(100%)

Tabla 5. Observation comparisons

Moment-1	Moment-2
Schoolchildren who do not carry out physical-recreational activities. (B1)	Schoolchildren who do not carry out physical-recreational activities. (B2)
21(88%)	0(0%)

In the tables it can be seen that there is an 88% increase in schoolchildren who perform physical-recreational activities, achieving the inclusion of 100% of the group's enrollment in them.

The comparison made between moment-1 (M.1) and moment-2 (M.2) regarding the survey yielded a series of results that can be seen in the table. 6.

Table 6. Results of the survey 2nd moment

Student Response	Question1		Question2	
	M.1	M.2	M.1	M.2
Yes	3	24	5	24
No	21	0	19	0

1. ¿ Do you play games during the sports schedule for everyone?
2. ¿ Do you like to do physical-recreational activities in the sports schedule for everyone?
3. ¿ What games would you like to play during the Sports For All schedule?

In the question, the students go from saying at a time-1 that they would like to play racing, jumping, speed, grabbing and guessing games, to a time-2 that they would like to play the games developed in this research, proving in this way, the inclusion and acceptance of games by schoolchildren.

Conclusions

1. The diagnosis allowed to verify the insufficient participation and the displeasure of the schoolchildren of group B of the third grade of the primary school Camilo Cienfuegos, Santa Clara municipality, in physical-recreational activities during the Sports for all time.
2. A proposal of games was created from the tastes and preferences of the schoolchildren of group B of 3rd grade of the Camilo Cienfuegos primary school.
3. The games developed contributed to the participation of the schoolchildren of group B of the 3rd grade of the primary school Camilo Cienfuegos, Santa Clara municipality, in physical-recreational activities during the Sports for all time and there were achieved outstanding results and excellent acceptance among students.

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