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Traditional games in physical-recreational activities in the Vigía-Sandino Popular Council

Abstract

The research is directed to the study of traditional games in a school institution in which limitations are manifested in the use of the same by children of the second cycle, sometimes there is little diversity of physical-recreational options and the use is not evidenced. of animation, for which the objective of this work was to apply physical-recreational actions aimed at rescuing traditional games in the second cycle of primary education, at the "Rubén Carrillo Sánchez" Seminternado of the Vigía-Sandino Popular Council. In the investigation, the analytical-synthetic and inductive-deductive methods, observation, survey, triangulation and specialist criteria were used; as well as the participatory brainstorming technique and the empirical frequency distribution statistical technique. The specialists value the proposal as necessary and feasible, where the methodological design of the games is shown as part of the physical-recreational activities. The design of the actions based on the tastes and physical-recreational preferences of the children, allowed that in its implementation they show interest in participating, happiness, joy, satisfaction and motivation. The physical-recreational actions propitiate the rescue of the traditional games that are characterized by the variety of options; the methodological design that is described from the name of the game, materials, organization and development, as well as variants for each of them, which are easy to carry out and do not require large resources for their implementation.

Keywords: traditional games, physical-recreational activities.

Introduction

The game has been widely discussed in the scientific-pedagogical literature, its arguments range from the various definitions granted, its educational importance, as well as its multiple classifications. Researchers have referred to this topic such as: Navarrete and Domingo (2002); Cedeño, Russell and Enriquez (2016); Pupo, Méndez,

Palacio and González (2020); Mendoza, Tarpuk and Lara (2017) as well as Ramírez, Díaz and Arencibia (2017).

When referring to the games, Mendoza et al. (2017), consider it as pleasant and enjoyable activities that generate comprehensive development. The game makes physical and mental activation work together so that the child or adolescent learns from their own experience.

For Mendoza et al. (2017) "the game as a didactic resource provokes the attention and mental interest of the child who plays, refines the hegemony of movement through experiences with his body, which promotes a fabulous means to build knowledge" (p. 82).

The game according to Ramírez et al. (2017) allows the child to participate in an activity without being forced to make any effort, he simply executes it in a free environment, enjoying it, the game brings together a whole range of aspects that make it essential in the daily life of the infant, since it develops psychomotor skills, relates them to their environment and allows them to know the social rules.

Ramírez et al. (2017), that it is necessary that before starting the game, the teacher creates a psychological environment that favors the children's attention; the games are simple, cheerful, dynamic and short-lived and that the teacher complies with the methodological steps for teaching games.

Consider Cedeño et al. (2016) that the game has been the object of study, based on its formative, educational and socializing potentialities, the game constitutes an unquestionable need for the child, which affects the child's comprehensive development in a spontaneous and motivating way, with its application cultural patterns of social life are reproduced and their importance extends throughout the life of man. The scholars of Physical Education, specify how the games contribute to the formation and development of the child's personality, they experience feelings of enjoyment, pleasure, security, which is acquired during their practice.

Raising the standard of living of girls, boys and the population in general is a challenge that, in one way or another, will be given by the influence of all social phenomena. In this sense, the game plays a very important role in physical-recreational activities, according to Nieves, Domínguez and Rodríguez (2020).

Pupo, Méndez, Palacio and González (2020) also consider that for children with special educational needs, participation in recreational physical activities would constitute an

inclusive space, a space for socialization with their peers, hence the need and importance of the practice of physical activities, in the social and cultural life of these people.

Physical-recreational activities become participatory spaces so that children can play traditional games, both within the school framework and in the community, in correspondence with what has been proposed, Pérez (2010) refers that these activities constitute a social practice which will be the expression, materialization and product of certain social relations, which can be developed during free time for various purposes (recreational, recreational, educational, compensatory and sports-competitive) regardless of the space where they take place, the number of participants, the target or the organizing entity.

In this same order and direction, Leal, Iznaga, Domínguez and Rodríguez (2020) emphasize that various types of activities are carried out through physical recreation. It represents for the child, a means through which he contributes to his physical, social and intellectual development.

In this purpose, Batista (2015) means that the professional who is involved in animation must be a connoisseur and scholar of the history and identity of the place where they carry out their activities, involve the participants, as the first or the most important, be a faithful exponent of the precepts of regional and national culture, be able to plan, organize, carry out and direct a recreational activity under any circumstance, make animation a true strategy of social and cultural integration.

In observations made in the "Rubén Carrillo Sánchez" Seminternado School of the Vigía-Sandino Popular Council, limitations are manifested in the use of traditional games by children of the second cycle in physical-recreational activities; Sometimes there is little diversity of physical-recreational options and the use of animation in a systematic way is not evidenced, to eliminate these limitations, the objective is to apply physical-recreational actions aimed at rescuing traditional games in the second cycle of primary education. , in the "Rubén Carrillo Sánchez" semi-boarding school of the Vigía-Sandino Popular Council.

Materials and methods

The population that participates in the research is made up of 43 children, which constitutes the total 5th grade enrollment of this center, distributed as follows: 23

females and 20 males, from the "Rubén Carrillo Sánchez" Semi-boarding school of the Popular Council Vigía-Sandino.

Other subjects participating in the study:

Six professionals who work at the "Rubén Carrillo Sánchez" Boarding School, distributed as follows: Director and head of the second cycle of Primary education, three Physical Education teachers and the Pioneer Base Guide.

Ten specialists in Physical Recreation, distributed as follows: four from the Villa Clara Provincial Sports Directorate; three from the Municipal Sports Directorate of Santa Clara and three from the Faculty of Physical Culture of the Central University "Marta Abreu" of Las Villas. All with theoretical knowledge and experience in the organization and development of physical-recreational activities.

In the investigative process, analytical-synthetic, inductive-deductive methods are used as theoretical level methods, and observation is used as empirical level methods: with the aim of ascertaining the quality of the activities.

Survey: to determine tastes and preferences of children.

Triangulation: to corroborate the coincidence by the different methods in the studied dimensions.

Specialist criteria: to assess the feasibility of the proposal.

As techniques are used, the participatory technique, brainstorming, as well as the statistical technique empirical distribution of frequencies.

Results and Discussion

The application of observation as part of the diagnosis, corroborates the following results:

In the Free Time dimension, it is evident that the seven activities are carried out in the free time available to 5th grade children of the second cycle of Primary education, which represented 100%, prevailing that the activities were carried out from 4:20 p.m and on Saturday mornings between 9:00 a.m. and 11:00 a.m.

Regarding the organization of the area and the media, in four activities there was some preparation, which represents 57.1%, for these reasons this aspect is evaluated as regular. In this same direction, in two activities, which represents 28.5%, there was evidence of preparation of the area, the selection of means and graphic representation of the activities and there was a script for their realization, for which they received the

evaluation of good. One activity, which represented 14.2%, did not show any type of organization. The dimension in general was evaluated as poor.

It was found in the Traditional Games dimension that, in six activities, which represented 85.1%, this type of game was not performed in its different expressions, so they received the evaluation of bad, only in one activity, which represented the 14.2%, some traditional games were included, so the aspect was evaluated as fair. It was also generally observed that there were limitations in the use of children's musical themes during the development of the games. Participation was evaluated as Good, as there was ample interest and motivation of the children to carry out physical-recreational activities, which was confirmed in the seven activities observed, which represented 100%.

In the Diversity dimension, five activities were evaluated as regular, which represented 71.42%, in which pre-sports games are repeated, such as mini soccer and ball in hand, as well as some physical-physical manifestations. recreational and it was not observed that activities were included for the participation of children with disabilities. Only in two activities that represented 14.2%, were they evaluated as good, in the rest there was no manifestation of diversity, for which they were evaluated as bad, in general the dimension was evaluated as regular.

There were limitations in the use of physical-recreational animation in six of the observed activities, which represented 85.71% and only in one activity, which corresponds to the pioneer camping, the activities were encouraged by the physical education teachers. and the base guide of pioneers, which represented 14.2%, in general the dimension was evaluated as poor.

Regularities of the triangulation of the observation, survey and brainstorming methods
Limitations were found in the organization of the area and the means for physical-recreational activities and lack of systematicity in the elaboration of the design and the script for them, there was little diversity of activity options, in which the games prevailed and were reiterated. pre-sports mini soccer and ball at hand, as well as little use of traditional games and animation, however, there was a marked interest of the children to participate.

As a result of applying brainstorming to children, they worked in three directions:

The tastes and preferences of the children in the selection of the following physical-recreational activities to be carried out at school are: Recreational Festival, Let's Play,

Papalote Festivals, Festival of Traditional Games and Dancing ula-ula, sack races, mini soccer, ball in hand, rope traction, parcheesi and queen.

Regarding the traditional games, they agreed to select: the Swiss, the cat and the mouse, the hidden pouch, the pon, the scarf, the kite, Yaquis, Cuban balls, agarrao, the burrito 21, the viola, the kangaroo and the zun -zún of the caravel and between the rounds and songs.

The results of the diagnosis allowed the selection of physical-recreational actions for the rescue of traditional games in the second cycle of primary education. The following physical-recreational actions were included in the proposal: Recreational festival, rope pulling festival, "Let's Play" program, activities in the pioneer camp and the festival of traditional games, which is explained below:

The design of the traditional Games festival aims to:

Develop traditional games that contribute to the promotion and rescue of traditions within the framework of the school, that foster the formation of values among the participants and provide physical-recreational activities for mass participation in the school, with varied offers for the second cycle of the level primary education.

The materials, participants and variants of the festival are detailed in each of the areas. In support of the festival, teachers, pedagogical assistants, school directors, physical education teachers and pioneer base guides participate, as well as recreation teachers from the "Mártires de Barbados" Sports Combine, who collaborated in carrying out the activity.

Organization and development: the selection of the areas that were established for the festival of traditional Games was taken into account based on the result of the diagnosis of tastes and preferences of the children and the suggestions provided by directors and teachers of the school. The provision of means to facilitate participation is also a fundamental aspect.

For the development of the Traditional Games Festival, the following games were selected:

Area # 1. Name of the Game: The rescue.

Materials: none.

Organization and development: the field was marked as follows: at one end a starting line was drawn at 15 meters, two teams with the same number of participants were organized; which were placed behind the starting line in row formation with their

captains in front. At the signal of the whistle, the first participant goes in search of his partner, takes him by the hand and brings him to the finish line, where he releases him so that he, in turn, goes to look for the other partner. The game proceeded in this way until both teams were placed in the starting position behind the finish line. The winning team was the first to be placed in the starting position.

Rules: the children have to hold hands without letting go and you cannot cross the line until they shake hands. The captain goes back to his post once he has brought a companion by the hand. Each player who brings a partner stands behind the leader, to form the line.

The game must be played on a grassy surface.

Variant: when carrying out the rescue, it is not done with the hand, but they can be seated, on their back, the distance is shortened between 6 or 8 meters.

Area # 2. Name of the Game: The Scarf

Materials: handkerchief

Organization and development: two teams were located, in a row, facing each other, at a distance of 10 meters; in the center a circle is marked with the handkerchief in the middle. The teams are numbered from 0 to 9, each one knowing the number they have in their position. It began by mentioning a number, for the teams and they went out to look for the handkerchief. The first to grab the handkerchief and get up without being touched by the opposing team, gets a point, if this happens in reverse and is touched, the point is for the other team.

Area # 3. Name of the Game: The Viola

Materials: none.

Organization and development: a group of children chose one of their classmates to play the donkey, he leans forward and firmly rests his hands on his knees. At a safe distance, the other members of the group wait to jump on the donkey, the other members of the group wait to do the same, one after another gaining momentum and resting their hands on the donkey's back, jump on it, the time

Variant: the group of children as they jump, they disperse around the donkey in a diameter of 8 to 10 meters, the last one to jump, says the final phrase (run away, they catch you), the donkey goes out to chase the children, without leaving of the circle, the one who is caught, acts as a donkey or if he leaves the circle.

The game must be played on a grassy surface.

Area # 4. Name of the Game: The kite.

Materials: guines, piece of wood, paper, glue, thread and cloth for the glue.

Organization and development: the kite has different names depending on the region, to raise the kite the children must hold it with their hands against the direction of the wind, and whoever lifts it must give the agreed signal, to release it at the right moment, and immediately pick up the thread to stabilize it, if this is not achieved, you must run looking for the height of the kite.

Variant: other flying objects can be used, such as kites and nylon crates.

Area # 5. Name of the Game: The Swiss.

Materials: several Swiss industrial clothing or those made by teachers or relatives as preparation of means for this activity.

Organization and development: Swiss, also known as jump rope, is a game where rope or rope of 2 to 3 meters in length is used, generally provided at the ends of wooden or plastic handles, which facilitates the rapid movement of the wrists when spin it. Whoever manages to complete the series first will be the winner; the activity is accompanied by different rhythms.

Variant: the boat, which consists of the Swiss swinging from one place to another, without describing the complete circle, the participants go out when they fail, they must enter in an organized way avoiding the rope, entering and leaving, in each round they The height of the rope or Swiss will rise slightly, until there is only one jumper left, who will be the winner.

Area # 6. Name of the game: Zun-zún of the caravel.

Organization and development: a circle was made in a sitting position, the face is hidden between the legs. A selected child will walk around the circle with an object in hand while saying:

Zun-zún of the caravel.

the one who falls asleep

I give him a peel

hands behind, head down,

Whoever touches it will stay.

The child drops the object he is carrying behind a player, the latter, noticing it, stands up and runs to try to catch whoever put it on; if he fails to touch him before reaching his

place, he stays, and if he reaches the place first, he sits down. Then the player who was chasing him will continue the game as the Zun-zún of the caravel.

Variant: The address can be changed, but only once and the purpose remains the same.

Area # 7. Name of the activity: Physical-recreational animation at the festival.

Materials: audio equipment, microphones and a copy of the festival script.

Organization and development: the animation was nuanced to stimulate the call to participate in the planned activities, for this reason the areas and games in which they can be incorporated were disclosed, the people in charge of each area were mentioned.

Individual initiatives and participating groups were included in the animation, where participation games were made based on riddles, tongue twisters and proverbs; the most outstanding areas were mentioned and the festival was finished.

Specialist criteria

The specialists regarding the physical-recreational actions for the rescue of the traditional games in the second cycle primary educational level, in the "Rubén Carrillo Sánchez" Seminternado, considered its implementation as necessary and feasible, where they exposed as significant, conceiving the development of the actions from the integration of the Physical Education and Recreation teachers of the sports team, since it does not imply the use of many resources.

Regarding the rescue of traditions, the evaluations of very adequate and adequate prevail, considering the games as a way of learning for children of many of these games that have traditionally been practiced by different generations and that in the case of the proposal allows insert rounds, children's songs, riddles and sayings, which from their design are aimed at promoting and motivating children to get involved as protagonists of the activities.

The specialists are of the opinion that the diversity dimension is nuanced by the design of a variety of physical-recreational options and traditional games, which enable the participation of all; considering inclusion.

A comparative analysis of the results of the observation of the dimensions established in the diagnosis and of the observation of these same dimensions, after the application of physical-recreational actions for the rescue of traditional games, was carried out.

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In the Free Time dimension, it was found that they were carried out in the time that the children had, which represented 100%, prevailing the schedule after 4:20 p.m.; an

activity was included on a Saturday morning from 9:00 a.m. to 5:00 p.m. to 11:00 a.m. The dimension was evaluated as good. In the organization of the area and the media, in five activities, 71.4%, evaluated as good and two activities were evaluated as fair, 28.6, none were evaluated as bad.

Regarding the Traditional Games dimension, it was found that six activities were evaluated as good, 85.7%, one activity as fair, 14.2%, in general the dimension was evaluated as good.

In Participation, in the results of the diagnostic observations prevail that 100% are evaluated as good and in the Diversity dimension, five activities, 71.4%, are evaluated as good, in two activities limitations prevail in terms of the variety of games, and the participation of all, for which they are evaluated as regular, 28.5%. The development of physical-recreational animation shows progress, which is evidenced in three activities that are evaluated as good, 42.8%, three activities evaluated as regular, 42.8% and only one activity is evaluated as bad, 14, two%.

The area was conditioned by placing the means used in an organized manner, the teachers responsible for the activity had their design, however, limitations prevailed in the development of the script.

A wide range of games were included in their different expressions, and children's music themes were used in its development. The children expressed interest and willingness to participate in the activities, where they contributed initiatives together with their teachers. A greater variety of options was verified and the participation of all was promoted, including children with some disabilities.

Conclusions

The results of the diagnosis allowed to know the tastes and physical-recreational preferences of the children, where they selected the Recreational Festival, Playing, Kite Festivals, Festival of traditional games and dancing ula-ula, sack races, rope traction. Among the games in which they wanted to participate, the following stood out: the Swiss, the kite, Yaquis, Cuban balls, agarrao, the burrito 21, the viola, the kangaroo and the Zun-zún of the caravel.

The physical-recreational actions propitiated the rescue of the traditional games; that were characterized by the variety of options; the methodological design described from the name of the game, materials, organization and development, as well as variants for

each one of them, which are easy to carry out and do not require large resources for their implementation.

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Table # 1. Comparison of the observations in the two moments

1st Observation		Evaluation of the dimensions. Stage I. Diagnosis		
		Participation	Diversity	Animation
Evaluation	B	100%	14,2%	0
	R	0%	71,4%	14,2%
	M	0%	14,2%	85,1%
2nd Observation		Evaluation of the dimensions. Application		
		Participation	Diversity	Animation
Evaluation	B	100%	71,4%	42,8%
	R	0%	28,5%	42,8%
	M	0%	0%	14,2%