TEACHERS' CONCEPTS ABOUT PLAYFUL DIDACTICS IN TECHNICAL EDUCATION INTEGRATED TO HIGH SCHOOL

CONCEPÇÕES DOCENTES SOBRE DIDÁTICAS LÚDICAS NO ENSINO TÉCNICO INTEGRADO AO ENSINO MÉDIO

CONCEPCIÓN DOCENTE SOBRE LA DIDÁCTICA LÚDICA EN LA EDUCACIÓN TÉCNICA INTEGRADA A LA EDUCACIÓN SECUNDARIA

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ABSTRACT: This article aims to identify teachers' conceptions about the use of playful actions like didactic procedure in Technical Education integrated to High School at Federal Education Institutions. Quali-quantitative and descriptive methods directed to education pointed out as results: research shortage involving playfulness and Technical Education integrated to High School, playful actions protagonists of work's world situations, gap in the pedagogic training - limiting knowledge and playful attitudes' purpose in the school context. Generated teaching reflections about its teaching practices expanding knowledge about playful contributions on the education processes.

KEYWORDS: Teaching. Technical Education Integrated to High School. Playfulness.

RESUMO: *O objetivo deste artigo foi identificar a concepção docente sobre o uso de ações lúdicas como procedimento didático no Ensino Técnico Integrado ao Ensino Médio, na Rede Federal de Ensino. Métodos quali-quantitativos e descritivos, direcionados à educação apontaram como resultados: escassez de pesquisas envolvendo ludicidade e Ensino Técnico Integrado ao Ensino Médio, ações lúdicas protagonizadoras de situações do mundo do trabalho, lacuna na formação pedagógica - limitando saberes e propositura de atitudes lúdicas no contexto escolar. Gerou reflexões docentes sobre suas práticas de ensino, ampliando conhecimentos sobre as contribuições lúdicas nos processos educativos.*

PALAVRAS-CHAVE: *Ensino. Ensino Técnico Integrado ao Ensino Médio. Ludicidade.*

RESUMEN: *El objetivo del artículo fue identificar la concepción docente sobre el uso de acciones lúdicas como procedimiento didáctico en la Educación Técnica Integrada a la Educación Secundaria a nivel Nacional. Métodos cualitativos, cuantitativos y descriptivos, dirigidos a la educación, apuntaron como resultado: escasez de investigaciones que involucran ludicidad y Educación Técnica integrada a la Educación Secundaria, acciones lúdicas protagonistas de situaciones del mundo del trabajo, laguna en la formación pedagógica - limitando saberes y proposiciones de actitudes lúdicas en el contexto escolar. Generó reflexiones docentes sobre sus prácticas de enseñanza, ampliando conocimientos sobre las contribuciones lúdicas en los procesos educativos.*

PALABRAS CLAVE: *Enseño. Educación Técnica Integrada a la Educación Secundaria Ludicidad.*

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Introduction

We present in this text part of master's research, which investigated the teacher's position concerning teaching practices as encouraging in educational processes, focusing on the use of playful procedures, supported by the concepts of participatory pedagogy and applied in the courses of Integrated Technical Education to High School.

Having seen the dynamics of social and cultural changes caused by the constant evolution of information and communication resources and their repercussions on people's daily lives, including in the school context, reflections are instigated about which didactic actions can be explored in pedagogical practices so that teaching can be provided to accompany current paradigms.

In this perspective, teaching methods find in ludicity a variety of procedures that, according to Piaget (2003), are active methods, in which it is possible to promote the development of various skills, including the academic, through experiences experienced in the collective environment in which knowledge is explored and constructed.

The research before the academic papers on ludicity identified the association with teaching in Early Childhood Education and Elementary School I, and there were few studies relating it to Technical Professional Education articulated to high school, evidencing the relevance of this study and showing itself to be unprecedented in extending research to all disciplines, including those in the technical area, expanding, thus, the possible contribution of the study to pedagogical practice and its scope, given that Integrated Technical Education to High School is offered in the 661 units of the Federal Education Network in the country (BRASIL, 2019).

Thus, with the purpose of contributing to the teaching and learning processes, the objective of this study was to identify the conceptions of teachers of Integrated Technical Education to High School offered in the Federal Education Network, considering points of view regarding the playful use in the school context directed to this type of teaching, as well as the position of teachers in the pedagogical formation on the subject.

Given the context of Technical Education Integrated to High School, it is seen as an educational option for young people, distinguishing itself from the other modalities by offering in an articulated way, propaedeutic teaching and professional qualification, of high standard, with servers - including teachers and the structure of teaching and spaces to which the student has access. These differentials contribute to student choices, in continuing studies in Higher Education and/or their insertion in the world of work.

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Thus, the research was directed to Technical Education Integrated to High School, offered as a teaching modality by the Federal Education Network in Federal Institutes - IF's - institutions that bring with them a centuries-old trajectory in favor of Vocational Education as a precursor of the development of the country and the population, finding in integration with high school the possibility of historical overcoming between propaedeutic and professional education and valuing attitudes participation of teachers. In this perspective, the ludicity of a way oriented to educational objectives can promote motivation, interest and participation in school contents, with a view to the integral development of the student.

Thus, both the premises of the researched institution and the relationship of the playful in the school context are in line with participatory pedagogy, in which they highlight characteristics that involve spontaneity, creativity and integration in the processes of culture and knowledge experienced and committed to social transformation.

Theoretical framework

The condition of transformations and innovations of pedagogical practices, expands the understanding of ludicity as a possibility of application and diversification beyond Early Childhood Education, as a practice that instigates in the student the integrated experience with colleagues and teachers, as well as the interest in learning, that is, systematic and intentional attitudes of teachers are reflected directly in the expressions of students.

Cortella (2014) asks about learning in times of rapid change and stresses the importance of teachers reflecting and modifying their pedagogical practices for the monitoring of new paradigms and the contribution to the learning and teaching process. The author attentive to the educational scenario of the 21st century, with a view to professional and technological training and the need for reflections on the essential relationships between the family, school, society and technological advances and their reflexes in the integral development of the student.

In this sense, the didactic action of teachers in providing a playful character to the classes, differentiating them, is reported by Brougère (2001) by the way the activities are performed, evidenced by creativity and spontaneity, making possible an environment directed to social learning and a situation in which behavior acquires a specific meaning.

In this aspect, ludicity is linked to the prerogatives of participatory pedagogy, because they are directed to interactive education and present themselves in the construction of knowledge continuously, with involvement, active participation and interest of students,

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opportunistic in their differential didactic activities that make the learning process remarkable, as reported in their mission:

> [...] develop responsible people and civic citizens, capable of being autonomous and taking initiative, involving students in their own learning and using the school as a platform for cultural transformation and social reform" (OLIVEIRA-FORMOSINHO; PASCAL, 2019, p. 19, our translation).

Huizinga (2014) attentive to the teacher's position when inserting the ludicity in the educational context, it is noteworthy that it is necessary to establish the educational purposes, without the focus of the fun going beyond that of education, that is, the objectives need to be clear and students should realize that it is being used in learning.

Associating these premises with the modality of teaching researched, it is clarified that the offer of Integrated Technical Education to High School - ETIEM in federal educational institutions of the State of São Paulo intensified from 2016, in compliance with the National Education Plan - PNE (2011-2020), approved by the Project of Lei nº 8035/2010 (Brazil, 2010). This document, among other guidelines and observations, includes the mandatory enrollment from 4 to 17 years, that is, from Early Childhood Education to High School and describes procedures that aim to stimulate the expansion of enrollment of Integrated High School to Professional Education, including in the Federal Institutes of Education, Science and Technology - IFs, with the purpose of providing student training for the world of work and committed, critically and autonomously with society.

> [...] it is truly pointed to a perspective of formation of a worker capable of becoming a political agent, capable of understanding reality and overcoming the obstacles it presents; to think and act for the political, economic, cultural and social transformations essential for the construction of a less unequal and fairer country (BRAZIL, 2016, p. 70, our translation).

The National Common Curriculum Base - BNCC (BRASIL, 2017) emphasizes that integral education is essential for the exercise of citizenship and insertion into the world of work and referring to Technical Education for the age group of high school students, it is emphasized that:

> [...] which does not mean the early or precarious professionalization of young people or the immediate needs of the labor market. On the contrary, it supposes the development of competencies that enable students to actively, critically, creatively and responsibly enter into a world of work that is increasingly complex and unpredictable, creating possibilities to enable their life project and continue learning, so as to be able to adapt flexibly to new conditions of occupation or further perfecting (BRASIL, 2017, p. 465, our

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translation).

In view of this, contemporary teacher challenges such as the relationship with students in adolescence, members of a youth culture structured in a socio-historical-cultural condition and who have personal expectations, as pointed out in BNCC (BRASIL, 2017), referring to the student expectations of high school students and current social demands, was considered in the study. Highlighting the stage of adolescence and the need for the school to be prepared to welcome this diversity with rigor to respect for the human person and their rights so that their life projects articulate healthy, suitable and ethical choices, since;

> To train these young people as critical, creative, autonomous and responsible subjects, it is up to high schools to provide experiences and processes that guarantee them the necessary learning to read reality, face the new challenges of contemporaneity (social, economic and environmental) and make ethical and reasoned decisions (BRASIL, 2017, p 463, our translation).

Therefore, Integrated Technical Education to High School is understood as a strategy for public policy action and social transformation, favoring the country and the formation of citizens with respect to its diversities.

Methodology

The methodological path for the investigation of the teaching conception of pedagogical practices using ludicity as a didactic procedure covered bibliographic research and the realization of field research.

The *research locus* was one of the campuses of the Federal Institute located in the interior of São Paulo and participated in the study 33 teachers, of whom 19 taught basic education and 14 technical education courses in Administration and Informatics, both integrated to high school, dialoguing about positions pertinent to the subject in semi-structured interviews.

The research was characterized as quali-quantitative and descriptive, directed to education, based on the methodological basis, the authors Bogdan and Biklen (1994), Minayo (2005), and Richardson (2017), being emphasized the importance of investigating the positioning of participants in their social conviviality so that they can be understood: attitudes, behaviors and meanings conferred on their experiences, as pointed out by Minayo (2005);

Although there are different methodological strategies in this type of investigation, they

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all have the same objective: to understand the relationships, views and judgments of the different actors about the intervention in which they participate, understanding that their experiences and reactions are part of the construction of the intervention and its results. (MINAYO, 2005, p.82).

> According to Minayo (2005), the quantitative approach is relevant for data measurement and the use of statistical methods, establishing significant and reliable associations between variables. For the authors Bogdan and Biklen (1994), specialists in research directed to the school context, differentiating them from the other ones, because the collected data are returned to the expectations consolidated in educational strategies and daily interactions, valuing the meaning, perspectives and opinions of the participants, reporting that: "Qualitative researchers establish strategies and procedures that allow them to take into account the experiences from the point of view of the informed" (BOGDAN; BIKLEN,1994, p. 51, our translation).

At first, there was literary appropriation about ludicity contextualized in the theoretical framework and used as a basis for the analysis and discussion of the results. The study included research in the electronic and digital database in the search to expand knowledge, providing an updated view on the work done on the subject.

In continuity, as a technique of data collection, semi-structured interviews were conducted defined as a professional dialogue and present as particularity the flexibility of the researcher, being able to deepen in certain themes (RICHARDSON, 2017). This procedure allowed the interaction of the researcher with the participant, and the interview was characterized by "[...] the researcher's relational ability and in his/her ability to transform the theoretical object into purpose-made conversations and observations for purposes" (MINAYO, 2005, p. 133, our translation). To fulfill these purposes, a script was elaborated to investigate the understanding of these teachers about the ludicity as didactic in their classes and their positions before a pedagogical formation in this perspective.

In this study, after the proper ethical procedures - submission and approval to the Research Ethics Committee (CAAE: 13857019.1.3001.5473), the research was explained and the signatures were collected in terms of free and informed consent of the participants and, after, the interviews took place, individually, in the second half of 2019, with prior appointment, lasting 10 minutes, on average. The unanimous participation of the professors demonstrated a sense of cooperation with the research, besides contributing in a valuable way in obtaining the data that remain tabulated and described and converge to the interpretation of the results with attention to the objective of this study.

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Data analysis and discussion of results

According to the authors Bogdan and Biklen (1994) and Minayo (2005), data analysis seeks to clarify the relevant points of the research from the valorization of meaning, i.e., judgments and opinions of the participants, and the interpretation of the data, described by Minayo (2005, p. 202, our translation) as a sequence of description and analysis, in which "[...] its goal is to search for meanings of speech es to achieve understanding or explanation beyond the limits of what is descriptive and analyzed."

In view of this, the data obtained in the research of works in the electronic and digital database was carried out with the *terms ludic; ludicity* for playful and ludicity. Once the Technical Education Integrated to High School did not present similar translation into English, we chose to use the descriptor *high school*, representing high school.

The following table demonstrates the quantitative, with reference to the themes and periods of publication in the international database.

Table 11 – Search the electronic and digital database

Database	Number of jobs	Year of publication
Scopus	7	2010 (2); 2013 (1); 2016 (2); 2018 (2)
Web of Science	9	2010 (1); 2013 (2); 2017 (2); 2018 (4)

Source: organized by the researchers (2020)

When analyzing the studies, it was found that they were only restricted to high school and that although the research period was from 2008 on, studies were recorded only from 2010 (3).

The research in the national databases resulted that in the Database of Theses and Dissertations - BDTD, the terms playful and ludicity presented identical results and, when articulating with the teaching modality of this study, only one study was found. Expanding to the term High School, 136 studies were obtained, of which only 4 were identified with the study, being from the disciplines of Mathematics, Technology, Chemistry and Physical Education, respectively in the years 2018, 2017, 2014 and 2012.

The consultation in the *Scielo* database was null and void when relating to Technical High School and Integrated High School, with the term High School, 3 papers were found, 2 with sexuality themes and 1 on Portuguese Language, in the years 2008 and 2016.

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This part of the research evidenced the scarcity of studies on the ludicity and Integrated Technical Education to High School and High School, being restricted to specific disciplines, differentiating from this study that covered all high school disciplines and extended the investigation to teachers in the technical areas.

The dialogue about ludicity as teaching didactics used by teachers resulted in the affirmative response of 29 teachers in using ludicity in their classes, negative responses were justified by the association of play with play, noncommitment, something restricted to the child phase and the professional limitation of the teacher. These opinions were influenced by the concept of play over time by societies, since the possibility of incorporating the playful into the school context in a pedagogical way occurred only at the end of the 19th century with the transition of the traditional approach – centered on the teacher, by the new approaches that considered the student, the social and cultural aspects in the educational process (GAUTHIER; TARDIF, 2010).

This thought corroborates the reports of Kishimoto (1994) by noting that for a long time, the playful was seen as a game restricted to recreation, occurring with the Renaissance positive premises for the development of intelligence with the free conduct adopted in games, however, only from Romanticism with the valorization of spontaneity and freedom, play was recognized as a form of expression and human development.

In view of the analysis of the teachers' understanding of ludicity, the answers with associations to pleasure and lightness when learning, feelings of empathy, interaction and creativity, as well as didactics capable of establishing relationships between theory and practice, imaginary and real and everyday situations, stood out. It follows a picture with some teaching reports portraying their positions on the ludicity used in the school context as a pedagogical procedure.

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Table 2 – Playful associations to teaching reported by teachers

Indicators	Transcribed reports of the teachers interviewed
Pleasure and lightness	• *Any activity that I can get them interested and that I realize that brought this pleasure to them, for them to feel at ease and let go to talk and feel like talking and wanting to learn;* • *The playful can also be something light, cause, can any subject can be received in a lighter way, not necessarily need to laugh, but that she can think that in a pleasant way.*
Empathy, interaction and creativity	• *I try to do the class as dynamically as possible. So, I always think I would feel very bad if the student had unmotivated inside the room because I've been through situations that I was unmotivated and was very sad. So, I don't want to be a teacher that way, so I try to do very dynamic things;* • *Allow them to learn through games, some kind of entertainment, informality, a game, interactivity, creativity, they need to develop these skills kind of naturally, they will realize that they were full, studying that most monotonous thing and we used another way, a game, a strategy, more informal. It's about playing, taking a relaxed look, using creativity;* • *Work the creative in people, the enchantment, the seeing something that is not only material, but also something that is in thought, in the spirit, something more cognitive, something more that is not something only what is material, that is real, but also the imaginary.*
Theory and practice	• *Contextualize, link theory with practice, a more figurative form the person can really understand what is being done;* • *Activities that students can associate with content that I'm talking about with an example, a situation.*
Imaginary and real and everyday situations	• *A metaphor, an example figured by some situation that happens in practice;* • *Connect a formal concept, again, to a playful strategy. So, for example, what functionality, the function within a concept. For example, how many trucks can carry a particular load. You can conceptually do it as an account, but you can also establish objects like trucks and establish a connection between trucks and cargo;* • *Associate programming logic concepts with day time events. For example, a maneuver of a car in the parking lot, we can take to a training, so we can say, an application that we see;* • *Showing day-to-day situations, I create situations, cases. It works the imaginary world of them, as for example, I use a series that is on television and that most watch.*

Source: organized by the researchers (2020)

Chart 2 shows the perception of the teacher's attitude as a differential, being highlighted in other interviews, the understanding of the use of ludicity in addition to games, providing pleasant experiences and experiences that contribute to the process of teaching and learning and training of their personality. Following, the reports are described:

- *But also, sometimes something that is within that traditional pattern can be playful, depending on the way we talk, with which we go, because sometimes you are giving a very traditional class of blackboard and chalk, but the student receives it in an easy, pleasant way, I do not know, sometimes you do not need to make a game, a joke for the student to feel comfortable, or not only in the classroom, but in life;*
- *I can do something that allows me to experience the ludicity, the playful, but in general people link more the playful to play and not necessarily get stuck only when playing;*
- *I believe that any kind of action or activity can be playful, you can include a list of*

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learning in everything that is done. So, thinking for example, inside the school, it is not restricted only to the classroom;

- *When we try to humanize teaching a little, because sometimes you are there giving an activity and bring something that is an experience of the student, then this makes the class more pleasant for him and also, sometimes when we think about Technical Education, we think that it needs to be trained to be technical and we forget that they are human beings in training, that teenagers are in preparation.*

Corroborating this thought and based on the teacher's attitude in recognizing and stimulating the active participation of the student in teaching and learning situations, Fortuna (2000, p. 9) describes a class inspired by the ludicity "is not necessarily the one that teaches content with games, but the one in which the characteristics of playing are present, influencing the teacher's way of teaching, in the selection of content, in the role of the student."

The authors Kobayashi and Zane (2010) emphasize that playful activities enable the development of various skills (cognitive, affective, motor and moral), thus stimulating socialization, interaction and learning of complex concepts, besides facilitating the understanding of rules and norms.

In the dialogue with the teachers, 24% of the interviewees said that they often strive to provide differentiated activities in their classes. The examples presented were the constant use of images, videos, reflections on daily situations of students who connect them with the content of the class, and practical actions involving groups and the use of laboratories and other spaces in the institution, thus evidencing the notion that it is necessary to reinvent teaching practices so that students feel motivated with their studies, playful actions, reference (ANDREAZI, *et al.* 2018, 2019).

In general, in the opinion of the teachers, the actions identified as playful have a positive impact in various ways, such as helping to maintain the focus of the students in the subject addressed, to participate and interact in the class, including if they occurred in different spaces to what they are accustomed to, such as laboratories, external area, acting as a stimulus and motivating the student's learning provided that they were systematically oriented by the teacher.

On the use of playful procedures in Technical Education Integrated to High School, with attention to the specificities of this modality of teaching and the phase of adolescence, the view of teachers to consider appropriate and that should be encouraged was unanimous, with emphasis on the prerogatives that the pedagogical use of play is essential and is beyond the stage of adolescence. In this perspective, Almeida (2009) characterizes ludicity as indispensable

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in all phases of life, with an impact on the formation of personality, body and mind.

- *I believe that for Integrated High School, not only appropriate, but it is essential to hold their attention. [...] so it's harder to hold their attention in this case. I think it's essential, it has to have a different way of approach.*
- *Yes, not only in high school, in higher education, in teacher training, or for professional training, it is always important to have a little ludicity.*
- *Yes, even in the superior. We have to change the content model, decorate and charge in a test that the student is forced to decorate without actually learning.*

In the interview, there were significant notes from the teachers about their experience using ludicity as a didactic medium, as helped in their teaching practice by instigating the attention and interest of the students, keeping them focused on their classes, as well as the attention to school contents, according to reports:

- *It was extremely important to use playful activities in order to arouse the interest of students [...]. The interesting thing is that the students were curious about what they would develop during that bimester. High school students are very creative and innovative, not using playful activities in the classroom is to make the class dull and monotonous.*
- *In a planned and oriented way, without abandoning those who are conceptual. It's just that in the kind of discipline I give, the concept is very relevant because it can be interpreted in various ways, [...] even in high school, they're pretty comprehensive right, it's got interpretations, if you don't hit your foot on the concept, the guy comes out of here with an example, and then talks a lot of nonsense outside.*

When analyzing the questions about pedagogical training for playful practice, 97% of the teachers considered it necessary, being reported: absence of didactic guidance in their graduations on the subject and interest in didactic improvement. The same percentage of answers was observed when verifying the interest in participating in a pedagogical training in this perspective, thus confirming the expressive acceptance of teachers on the subject.

In this respect, Formosinho, Machado and Oliveira (2019) characterize teacher education as a condition of continuing education and report that personal improvement brings with it the social utility that provides positive results such as the increase in the quality of teaching offered in school systems.

It is important to highlight the importance of empathy in the teacher-student

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relationship, and of attention to didactics, described in Participatory Pedagogy by Oliveira-Formosinho and Pascal (2019) in which students and teachers are active actors who build knowledge by participating in learning processes in pedagogical environments that provide daily interactions. These principles are associated with playful actions and reflect positively in the educational process.

Final considerations

The study started from reflections on teaching didactics and aimed to identify the teaching conception about the use of playful actions as a didactic procedure in the courses of Technical Education Integrated to High School offered in the Federal School Network, considering points of view regarding the playful use in the school context directed to this modality of teaching, as well as the positioning of teachers in the face of pedagogical training on the subject.

To achieve this goal, it was necessary to survey the premises about the association of play in pedagogical practices with repercussions on educational processes. Given the theoretical basis, it became evident the approximation of playful procedures and the institution researched with participatory pedagogy, as a perspective of a teaching model that favored spontaneity, creativity and integration in the processes of culture and knowledge experienced, opportunistic situations for the construction of the student's knowledge and their education as an autonomous citizen, responsible and active for the transformation of their reality.

Aspects such as the scarcity of studies on ludicity and Technical Education and High School were highlighted in the research, reinforcing the perspective of directing play to the infantile phase and futility. However, the dialogue with teachers highlighted expressions of receptivity, appreciation and understanding concerning playful practices in Technical Education Integrated to High School.

It is emphasized that the importance of the experience of young students in these activities was recognized as a means of leading experiences that favor the preparation for the world of work and the development of academic, professional, cognitive and emotional skills in students, influencing behaviors such as working in groups, behaving before presentations, respect for the rules, colleagues' work and cultural and social diversity. Thus, contributing beyond the teaching and learning process, being essential for individuals to live and participate in society and to broaden their conception of the world.

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The teaching opinions about pedagogical training on the subject resulted in significant interest in professional improvement, seen as indispensable and constant in the teaching career, as well as a means of restraining the gap reported in their graduations and perceptions of professional limitation when dealing with playful procedures in pedagogical practice.

Thus, the deepening of the study towards the teaching conception in the face of the use of ludicity as didactic in the school context became relevant by adding knowledge and reflections about teaching practices, with a view to the playful contributions in the educational processes, identified in the teaching attitudes that were committed to the way in which the content of their classes is transmitted and learned by their students.

Due to the complexity of the themes addressed and the potential for interpretation of their results, it is expected, with this research, to instigate new investigations on the subject and encourage pedagogical practices that motivate the interest and participation of students in school contents.

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