

PLAYING WITH GEOGRAPHY: "POP IT" AS A METHODOLOGICAL TOOL IN ELEMENTARY SCHOOL

Analine Maria Martins Parente

PhD student in Geography, Federal University of Uberlândia (UFU)

analine.p@hotmail.com

Felipe César Augusto Silgueiro dos Santos

Substitute professor of supervised internship III in the degree course in Geography at FCT/UNESP and PhD student in the Graduate Program in Geography by the Faculty of Science and Technology - Paulista State University (PPGG - FCT/UNESP).

Email: felipe.cesar@unesp.br

Daiane de Lima Sousa

Acaraú Valley State University (UVA).

sousadaiane654@gmail.com

Diêgo do Nascimento Oliveira

Acaraú Valley State University (UVA).

diegooliveira.uva@gmail.com

512

ABSTRACT:

The present work aims to present a discussion about the contributions of the use of educational games, based on the methodological basis of pop it a game built aiming at the promotion of learning in Geography. The proposal was developed at the Antonio Custódio de Azevedo School, located in Aprazível, Sobral (CE) in the classes of the 7th Year of Elementary School. At first, a bibliographic survey was conducted on the teaching of Geography and the insertion of educational games in the classroom. After this stage the game was built and held within the scope of the class. Through the realization of the activity it was noticeable that such resources make the class a playful and dynamic space, promoting the construction of knowledge and the interaction between teacher and student, making it the protagonist of the process.

Keyword: Geography; Educational Games; Pop It;

RESUMO:

O presente trabalho objetiva apresentar uma discussão sobre as contribuições do uso de jogos educativos, tendo como base metodológica o *Pop it* um jogo construído visando a promoção da aprendizagem em Geografia. A proposta foi desenvolvida na Escola Antonio Custódio de Azevedo, localizada em Aprazível, Sobral (CE) nas turmas do 7º Ano do Ensino Fundamental. De início foi realizado um levantamento bibliográfico sobre o ensino de Geografia e a inserção de jogos educativos na sala de aula. Após essa etapa o jogo foi construído e realizado no âmbito da aula. Por meio da realização da atividade foi perceptível que tais recursos fazem da aula um espaço lúdico e dinâmico, promovendo a construção dos saberes e a interação entre professor e aluno, tornando-o protagonista do processo.

Palavras-chave: Geografia; Jogos Educativos; Pop It

INTRODUCTION

The use of methodologies that make the Geography class more attractive is a necessity, especially to awaken in the student interest in the construction of knowledge, considering

that the textbook is no longer the only form or resource that the teacher should use, it is necessary that this class has a dynamism, which allows the interest of students in activities in which there is interaction and teamwork, even so that young people can, in addition to developing cognitive, learn from the perspective of the collective.

To this do so, the use of new resources generates even more effective learning subsidies, such as educational games, which are a tool that helps both teachers and contributes to the development of students, besides representing significant value in the educational approach. This resource has played a relevant role in the learning and development of content worked in the classroom (CASTROGIOVANNI, 2013).

It is in this context that educational games can be used in geography classes, so that students easily assimilated the categories of geographic science (territory, landscape, place, territory, region), contextualized in the contents of the discipline, given that many students have difficulty in absorbing certain contents, not recognizing themselves as active subjects of society.

Thus, the insertion of games brings the student to the context of an activity that associates learning, content and the facts of everyday life and it is in this context that the said project presents a debate about the use of educational games in the classroom.

It is important to emphasize that the school aims to evaluate the level of understanding of each individual, to know if they are able to be approved for the next level. However, even with so many advances it seems to be stagnant in view of the use of other evaluative didactic resources that are not based solely on the textbook or even on normative evaluations.

It is necessary to reformulate teaching methodologies, with the elaboration of games that stimulate the interest of the student. Emphasizing, first of all, the importance of respecting the pace of learning of each individual, because such a practice would be a way of transmitting the content in an engaging and dynamic way.

According to Kimura (2010) the teacher who "plays" goes to the center of students' needs, since the initial grades of elementary school. Thus, learning to play is more significant, since the use of this methodology improves the learning of the student, so the article will have as methodological suggestion the game of the trail and the game overflow of knowledge.

Both are a didactic resource where the teacher after the discussion in the classroom about the content of the textbook and the clarification of doubts, applies the game so that the fixation of the content addressed in the book is assimilated in a dynamic and collective way, where teacher and student exchange knowledge during the construction of the same. Verri (2009) says that:

The game comes as a stimulus both for better understanding of the content, as for the growth and intellectual development of the student ñ fundamental to achieve responsibility and maturity. ... A way to bring content closer to students by motivating them to study more attractively (VERRI, 2009, p. 67).

In view of the above, this paper presents a discussion about the contributions of the use of educational games, using as a tool the Pop it of Geography for the promotion of learning in the curricular component. In this sense, the application of educational games makes teaching effective, bringing with it a high educational and stimulating value, enabling the interaction between the teacher and the student.

MATERIALS AND METHODS

To understand the importance of the insertion of methodological resources in the classroom, it is necessary to understand how geography is being worked on in the school environment and from this think about new languages and the contribution to the learning teaching process.

In this sense, the discussion on the teaching of Geography was based on authors such as Castrogiovanni (2013), Kimura (2010). The understanding of educational games was led by Verri (2009) and Fialho (2008). The research began with a bibliographic survey in books and articles published in journals, in order to analyze the contribution of the authors.

After the mentioned stage, the proposal was developed at the Antonio Custódio de Azevedo School, located in Aprazível, Sobral (CE) in the 7th grade class of elementary school and the game used was *Pop It*.

RESULTS AND DISCUSSION

Geography over the years has undergone numerous changes to consolidate itself as a science, both with regard to the training of the classroom professional, as well as in the teaching methodologies and resources used by the teacher in the transmission of content.

As Kimura (2010) says:

Some trends, born in the first half of the twentieth century and put into practice from the middle of the same century, put emphasis on methodologies focused on activities. It was considered that these, in addition to allowing a better understanding of the contents treated, were favorable to the development of active thinking, a human characteristic that came to light with increasing frequency (KIMURA, 2010, p. 75).

Faced with so many technological advances, the discipline is in a process of renewal as a science, a factor that contributes to the improvement of its teaching. According to Gadotti (2000) one lives today in the age of knowledge, especially as a result of the computerization and the process of globalization of telecommunications associated with it.

In view of this, the teacher should be aware of these changes so that he can discuss and transmit the information to the students in an enlightening and dynamic way, because the teaching of geography that was previously based on an empirical and descriptive understanding does not arouse the interest of the student, before that it is up to the teacher to structure more dynamic classes that transform the classroom environment into a dynamic and attractive space and the use of educational games is this mechanism. Making use of methodologies that innovate the classes is necessary and enables a diversified learning, because according to Verri (2009):

Through the game, tensions are released, skills develop, creativity, spontaneity, the individual ends up playing not as a must, but as something free. Pleasure arises. It is this aspect that the geography teacher should not ignore or take advantage of. By using the game to the appropriate content, students will be able to work in highly motivating situations, especially when applied to content difficult to assimilate (VERRI, 2009, p. 67).

On the subject Fialho (2008) states that educational games with pedagogical purposes promote teaching and learning situations, increasing the construction of knowledge, introducing playful and pleasurable activities.

However, in the context of the teaching of geographical science the use of this didactic tool is innovative, both in its methodological bases and also in its bases for teaching, because technological advances have supported both science and teaching, using new support tools for classes, from the globe, to educational games (technological or not), based or not on the content of the textbook.

Thus, educational games should be thought of as a support for the teacher, constituting useful elements in the reinforcement of the content already addressed in the classes. It is very important that there is mainly a relationship with learning, so that it is marked by the involvement of both the teacher and the student.

Based on this premise, the methodological tool used in the classroom was Pop it, thought and structured in order to reinforce the content addressed in the class. The object also known as "anti-stress toy" according to the website EDUCA MAIS BRASIL (2022) is made of flexible material and full of balls that emit the sound of bubble wrap when being tightened.

Being a toy that has aroused the interest of youth, the construction of the Geography Pop It took place based on the proposal of the toy, but with the use of simple and easy access resources, because for the development it needs only balloons and the organization of a list of questions (figure 1).

The activity with Pop it was performed in the classes of the 7th year of elementary school. The students were organized by team and each student chose a balloon enumerated to burst, it contained varied questions about the contents already worked in the classroom, when the student answered the question, won a symbolic prize (Figure 2).

Figure 1 - Pop it mounted on the classroom board.



Source: Personal Archive, 2022.

Figure 2 - Student bursting the *Pop it* balloon.



Source: Personal Archive, 2022.

The use of these games favors a playful class and with learning, because it is based on the premise that students should know the content that was used as a basis for the questions to be successful in answering them.

A more dynamic and elaborate class requires more work, however it allows a significant and rewarding return as the teacher is willing to create new ways of teaching, leaving aside the "sameness" of routine classes (FIALHO, 2008). For this reason, educational

games reveal their importance in the classroom, promoting the construction of knowledge and the interaction between the student and the teacher.

CONCLUSION

As stated throughout the article, the need for classes that make the school space a more dynamic environment is necessary, given that the content classes, where knowledge was centered solely on the figure of the teacher need to be rethought and new methodologies be inserted in the school context.

In the midst of so many technological advances, the teacher must adapt and seek mechanisms that are inserted in the classes and that enable the learning of students.

In the case of geography, the classes were always structured in the "decoreba" and with the little participation of the student, this is noticeable throughout the readings performed to the authors who gave theoretical basis to the article, so the need to change and seek innovations for the classroom.

The activity developed occurred as expected and the materials used were easily accessible to all the public involved, it was noticeable that the use of play is a methodological resource that makes the classes more enjoyable, a proven element when students interacted a lot during the development of the game.

The interaction of the students between the teams and their organization was satisfactory. During the course of the game the students had fun and interacted with their group mates. The developed game was a tool created with the aim of having another mechanism to evaluate students other than traditional evaluation, where students study the book, learn the contents and answer a list of questions about the subject studied.

It is important to point out that the intention of the work is not to show that the textbook is no longer useful, but shows that it is not the only instrument for the teacher, it is necessary to transform the class, so that it is a pleasant space and that learning can happen effectively.

Thus the experience presented aims to show to teachers in a general context how games are a tool that is easy to elaborate and that can be worked on in the classroom. This methodology, in addition to collaborating with geography classes, can be adapted to other disciplines.

REFERENCES

CASTROGIOVANNI, Antônio Carlos. The movements the necessary restlessness of geographical knowledge – new challenges. In: CASTROGIOVANNI, Antonio Carlos, TONINI, Ivaine Maria, KAERCHER, Nestor André. **Movements in Teaching Geography**. Porto Alegre: Free press, 2013.

FIALHO, Neusa Nogueira. **Pedagogical games as a teaching tool**. VIII EDUCERE, Curitiba: Available in http://www.pucpr.br/eventos/educere/educere2008/anais/pdf/293_114. Access on 24/06/22.

GADOTTI, Moacir. **Current perspectives of education**. São Paulo in Perspective, 14(2) 2000.

KIMURA, Shoko. **Geography in basic education: questions and proposals**. 2nd edition. São Paulo: Context, 2010.

VERRI, Juliana Bertolino. **The importance of using games applied to geography teaching**. Maringá State University. Percurso Magazine - NEMO Maringá, v. 1, n. 1, p. 65-83, 2009.