

Considerations of the game in sports and learning

Consideraciones del juego en el deporte y el aprendizaje

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ABSTRACT

The objective of the work is to carry out an analysis of the bibliographic behavior about the considerations of the game in sport and learning. The research used methods and techniques such as analytical-synthetic and inductive-deductive and the review of documents that allowed to reveal the existence of various pedagogical approaches that support the application of the game both in sport and in the learning of any subject school. The presence of indications that allow us to delve into this edge is considered, which affect the identification of new lines of research in this perspective of the pedagogy of physical activity.

Keywords: Bibliographic behavior; Game; Sports; Learning

RESUMEN

El objetivo del trabajo es realizar un análisis del comportamiento bibliográfico sobre las consideraciones del juego en el deporte y el aprendizaje. En la investigación se utilizaron métodos y técnicas tales como el analítico-sintético y el inductivo-deductivo y la revisión de documentos que permitieron revelar la existencia de diversos enfoques pedagógicos que sustentan la aplicación del juego tanto en el deporte como en el aprendizaje de cualquier materia escolar. Se considera la presencia de indicios que permiten profundizar en esta arista, que inciden en la identificación de nuevas líneas de investigación en esta perspectiva de la pedagogía de la actividad física.

Palabras clave: Comportamiento bibliográfico; Juego; Deporte; Aprendizaje

INTRODUCTION

Sport in today's world is characterized by the decrease in competition ages, the

high competitive level that is due to the participation of professional athletes and the high technological development, this new context of the sports scene, requires special attention to the learning of the athletes. That is why they turn to means that motivate practitioners to learn the content with a higher level of motivation, where the game acquires a special connotation.

In accordance with the above and to say of several authors who have studied this issue, where it is necessary to mention Gallardo (2018); J. Quijije, Ramírez, D. Quijije & Gordo (2020), who agree that the game contributes to the positive deployment of the skills in which they are framed: the physical, motor, creative and psychosocial relationships necessary for the active participation of the people in society. In this way, betting on a natural development, inviting children to enjoy the game for pleasure and freedom. It is imperative to mention that the objective of this text is to raise awareness of the importance that play and sport involve as fundamental actions in the learning process, which embrace the intention of achieving meaningful learning.

At present, the game is considered one of the essential means in sport. Well, it is used both as a method for the development of skills and abilities, as an ideal vehicle for learning different technical elements or improving them. This is referenced in authors such as: Forteza & Ramírez (2007) who have systematized that the game is a viable method to be used in sports at different levels.

It is more and more frequent that coaches and teachers directed learning towards integrated forms of preparation, placing the game as a determining element in the promotion of analysis processes, decision-making and formation of motor action, decision-making aspects in this new sports environment . Aspects shared by Méndez (2017), this author also carries out a deep analysis of the use of simplified and modified games in learning different sports content.

It is because every day it is more used by teachers and coaches to meet the objectives set at different sports levels. That is why authors such as Moyles (1999) consider that play is an essential pathway for human learning in different fields of knowledge. Question that has been used in sports for many years.

This, too, has been systematized by authors and researchers, where Piaget (1981) stands out, who states that the game is a form of symbolic learning of great value, since it conditions the practitioner to make more adapted constructions, predominating the assimilation of the real .

In the same vein, Blanco (2020) considers that in contemporary pedagogical theories they make the game an important tool for the learning of athletes. Well, there is already a lot of talk about game-based learning, which is done with the aim of learning didactic content of a certain subject, in a fun and very motivating way for the learner, the idea is to generate the same emotions and emotions in the student. feelings they feel when they play.

The current conditions of sports practice, together with the challenges of globalization, changes in economic relations in society, modifications of the system of social and individual values and advances in learning systems, produce transformations, both in the national and international scope. Question that requires a deepening of theories that delve into the game as a medium in sport and learning in order to promote a new vision in the international scientific community.

Reason for which the present study is justified, whose objective is: to carry out an analysis of the bibliographic behavior on the considerations of the game in sport and learning.

DEVELOPING

For the sake of delving into the main characteristics and theories of the game. It begins with what was proposed by Corominas, and cited by Huizinga (2002), those who consider that this term is the Spanish word "game" etymologically comes from the Latin *iocus* -i (joke, joke, grace, frivolity, lightness, pastime, fun); *ioci*, games, amusements, hobby.

That is why the word game is used in very diverse settings and with a great variety of meanings. The etymological analysis carried out shows that it is associated with any act carried out lightly; to the idea of struggle; it also has artistic and aesthetic connotations.

Which makes the game category widely used for various purposes, this has occurred throughout the evolutionary history of humanity. In this work an analysis of the main definitions of this category is carried out.

In the Dictionary of the Royal Spanish Academy of the Language (DRAE) (1992, p. 195), the game is considered "a recreational or competitive exercise subject to rules, and in which you win or lose."

Authors such as Huizinga (2002 p. 12), who stated that: "In some indigenous cultures, for example, the game became the way that young people found to take part and be accepted as the future men and women of society"

For Viciano & Conde (2002, p. 83) the game is "a means of expression and communication of the first order, of motor, cognitive, affective, sexual, and socializing development par excellence".

According to the arguments of Garaigordobil and Fagoaga (2006, p. 18), gambling is "a vital activity that is indispensable for human development".

On the other hand, Carmona and Villanueva (2006, p.11), the game is "a way of interacting with reality, determined by internal factors (the player's own attitude towards reality) of the person who plays with an intrinsically pleasant activity, and not by the external factors of external reality".

It is worth highlighting what was raised by Bañeres et al, (2008, p. 9), who refer to the game as: "An activity typical of all evolved animals that enables and facilitates their growth as unique and social individuals."

As can be seen in the definitions discussed above, there is a consensus among the authors consulted regarding the conceptual elements of this category. Well, most of them in some way reveal that it is associated with growth or development, fun, interaction and communication.

This is why there are various researchers who have systematized the main characteristics of games, among them the following stand out: Romero and Gómez (2008), Chacón (2008), Bañeres (2008), Delgado (2011), Torres (2002), Ramírez (2012), J. Quijije, Ramírez, D. Quijije & Gordo (2020) among others. Those who share that these are:

- Gambling is a universal, vital activity and is the engine of human development
- The game as a playful, pleasant, fun and joyful activity
- The game arises voluntarily and freely
- Play involves activity
- The game has an affective-emotional adaptation function
- It has an enhancing function of development and learning

In accordance with these last ideas, it is that he considers that the game should be present in children, it is because of its great contribution at a cognitive, educational and motor level. For this, it is important to know what was systematized by Meneses and Monge (2001, p.21) who considered that "Play is not a luxury, but a necessity for every developing child." In addition, they argue that it must become a primary activity in the child, since through it emotions and feelings essential in the integral development of people are channeled.

In this context, Martínez (2019, p.28) points out "Children play for pleasure. But the primary function of the game is to actively collaborate in intellectual progress and personal maturation "processes that are nourished by different physical and motor activities, which develop creativity and social relationships in order to prepare the individual for a future life.

There are various theories about gambling throughout the evolution of this category. This idea has been deepened by authors such as Ortega (1992) and Delgado (2011), among others. Where these researchers agree to group them into three large groups.

1. The first psychological theories of the game in the XIX century

(Physiological theory of Herber Spencer and Friedrich Schiller, theory of relaxation of Motriz Lázarus and the theory of preparatory exercise or pre-exercise Karl Gross).

2. Theories of the first half of the 20th century

(Stanley Hall's recapitulation theory, Carr's preparatory game or exercise theory, Buytendik's general game theory, E. Claparède's fiction theory, and Sigmund Freud's psychoanalysis).

3. Theories of the second half of the 20th century

(Lew Vygotski's socio-historical theory, Jean Piaget's psychoevolutionary theory, U. Bronfenbrenner's ecological theory, Huizinga and Caillos's culturalist theories: transmission of traditions and values, and play as an exercise and exploration of each new H. Wallon function).

What has been described so far is an important example of the usefulness of the game and its possible application to various contexts. Where it has been used in sports as an essential means for its development.

That is why sport has a certain relationship with the game, because in both contexts the subject chooses the activities that he is going to develop enjoying them, Among the main differences highlighted by Aldaz & Cayo (2014) states that the game is carried out spontaneously and sport is an activity where competitiveness prevails in its execution so it says.

The author Aldaz & Cayo (2014, p. 24), considers that sport is:

"... any physical and mental activity characterized by a lucid attitude and competitive desire to test or challenge, within disciplines and pre-established norms constant in the regulations of the corresponding national and / or international organizations, aimed at generating moral, civic and social values and develop strengths and abilities susceptible of empowerment".

In this context, sport not only has the desire to keep the child's time busy or simply have fun in an activity that brings significant results in the future, but it is an action that requires greater concentration, dedication, commitment and sacrifice, being a complement in growth and education in human values.

In the game, it is a means widely used in current sport for the development of physical abilities and capacities such as: strength, speed, endurance and flexibility, which is perfected when the infant is completely dedicated to performing sports activity as such, generating may the physical condition of the individual grow eloquently.

These abilities are closely related to the game since they are the main motor and physical abilities that are naturally displayed in children and of course the application of the game and sport together is necessary since they can provide

positive results allowing the individual to develop their personality and improving the teaching-learning process.

It is important to address that there are several authors of sports training, who argue that the game is a fundamental method for work. Forteza stands out among them & Ramírez (2007) who state that the characteristics of this method in sports training are the following:

- In the activity with the athletes, the achievement of a goal is foreseen in constant and coincidentally varying conditions. Athletes always perform a certain role.
- There are a variety of ways to achieve the goal. The rules of the game usually foresee a general line of this to reach their objective, but in the use of this method the athletes can achieve it in different ways. Other features of the method of play follow from this:
 - ✓ The wide independence of the sportsmen's actions, the high requirements placed on their initiative, agility, ingenuity.
 - ✓ The modeling of tense relationships between individuals and between groups, high emotionality. The emotional state that the game creates makes it possible to “hide” the load in the game and the athletes perform a considerable volume of load at a high intensity “as if they did not notice it”.

This method is used to improve motor habits in different conditions; for the education of motor skills; for the improvement of agility; for the education of the qualities of the personality. Its particularities are:

- An unusual physical and functional load on the body.
- Certain premises are created for the formation of the personality.

It is also necessary to address that the influence of play in sport allows development in children, since from the field of health, sport influences the evolution and progress of the skeletal, muscular and vascular system, staying actively performing physical activity reduces the risk of contracting some type of pathologies such as depression, anxiety and contributes significantly to the learning process.

Although the influence of sport on cardiovascular health, physical condition or aspects such as socialization, self-concept and general well-being of the child is deeply contrasted, more and more research indicates it as a determining element in the cognitive processes of children and young people. (Reloba, et al, 2016).

As previously discussed, the game has characteristics that can be adapted to the conditions of sport for competitive purposes. Question that reveal its importance in this sphere of action of the professionals of the pedagogy of physical activity.

It is considered appropriate to state that play is also an important medium for learning. Regardless of the context of realization of this. In recent years it has become an important tool, especially in times like today when the world is in the midst of a Covid-19 pandemic, where virtual environments and the bond of family learning become a daily tool, which makes the game an essential means of education.

In the game as an educational means of the teaching-learning process, it is logical to talk about the binomial game and education, since they are compatible and necessary, so they constitute an inseparable couple in the growth of any person.

From a pedagogical approach, it is necessary to understand the contribution of the game to learning and cognitive development. In this regard, Montañés et al (2000) mention that the game allows the construction of knowledge from one's own experience in the ideal spaces. From the first stages, play has an important role, as it is one of the few activities that the child can carry out, turning them into situations that better benefit cognitive and integral development, since the same author considers that there is no difference between learning and playing.

That is why, various authors systematize some theories that from a pedagogical approach support their application in order to achieve a more emotional and dynamic teaching-learning process.

Among the systematized authors are Pacheco & Caused (2018); Blanco (2020) who argue that an interesting approach is game-based learning. Well, this pedagogical perspective consists of the use of games as tools to support learning, assimilation or evaluation. It is mainly based on learning by playing. That is, the use of games for the acquisition of specific skills and knowledge of different

academic and sports subjects. This has the advantage that it becomes the protagonist of its own learning process.

Other pedagogical perspectives that support the application of the game in learning is gamification. Where authors like, Posada, (2013); Borrás, (2015) Gaitán, (2015) and Bueno& Ramírez (2020) consider that this is a learning technique that adapts the essence, thought, elements, technique and mechanics of games to the professional educational context in order to achieve better results, either by better understanding some knowledge, improving some ability, or reward specific actions, among many other objectives.

In addition, it is necessary to look at the game from another perspective, one in which it serves as a tool that can help the teacher to improve the teaching and learning process leaving aside the traditionalist perspective, providing the opportunity for the student to generate learning in a meaningful way.

In this regard, what is proposed by Montero (2017, p. 77) is shared, for whom the didactic games within the educational framework do not have to be seen as a waste of time, rather they are a way that allows to attract the attention of the student population and with this improve their grades and consequently academic performance.

The possible application to the current educational context, of the aforementioned could be through the postulates of developer learning described by Castellanos (2005), within them:

- Learning is closely linked to the needs and significant experiences of the subjects and, therefore, to a specific socio-cultural context.
- Learning is a process of participation, collaboration and interaction, although its central point and main instrument is the learner himself.
- Learning is both an intellectual and an emotional experience, so it involves the personality as a whole.
- In learning, the dialectic between the historical-social and the individual-personal is continually concretized.

Developer learning promotes the integral development of the personality of the

learners; allows the progressive transition from dependence to independence and self-regulation; develops in the subject the ability to know, control and creatively transform himself and his environment and, finally, promotes the ability to learn throughout life.

A developer learning carries with it a developer teaching, which, according to the arguments issued by Castellanos (2005 p. 44), consists of “[...] the systemic process of transmission of culture in the school institution based on the social mandate, that is organized based on the current and potential development levels of the students, and leads the continuous transit towards higher levels of development, in order to form an integral and self-determined personality, capable of transforming itself and transforming reality into a concrete socio-historical context”.

These ideas of the authors consulted on developer learning are an important basis that allow the use of games as a means of learning in different contexts where the latter takes place.

Therefore, once again the pedagogical context and the co-responsibility that institutions and teachers have in this process stands out, since in any of the subjects they have the task of creating interactive, dynamic and innovative classes with methodologies that arouse the interest of students. students towards learning, making this knowledge internalize in a much more effective way, and of course the interaction in class will be assertive.

What has been described so far is an important sample that is inherent in the need for game and sport to be closely related to improve the development of individuals from the emotional, sentimental and especially the cognitive aspect, based on the fact that there is no difference between play and learn, which will allow the teaching-learning process to be perfected with ease. The analyzed considerations raise the importance of intertwining play, sport and learning as a single axis that contributes to the processes of cognitive, academic and integral development, seeking that they actually contribute and serve for the formation of active beings and contributors in society current.

CONCLUSIONS

From the theoretical study carried out, it is evident that the study of the close relationship between play, sport and learning is a subject that requires further study from various aspects of science and research, as this denotes the authors consulted in this review.

The theoretical systematization of the main sources consulted and analyzed in this research revealed the existence of a group of approaches and perspectives on this subject that make visible the close link between the game, with sport and learning that can be considered by the scientific community in order to enrich the learning of physical activity.

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