



# PLAY IN CHILDHOOD EDUCATION AS A LEARNING FACILITATING INSTRUMENT

Grace Sherley Denny<sup>1</sup>

Ivanise Nazaré Mendes<sup>two</sup>

## SUMMARY

This article aims to point out some benefits that can be seen with the use of play in the initial grades and nothing better than early childhood education, this being the first stage of Basic education, Early Childhood Education aims at the complete development of the child until the 5 years of age, in its physical, psychological, intellectual and social aspects, completing the action of the family and society. (Art. 29, LDB) The main advantages of using playful activities in classes as a pedagogical resource promote transformations in practice, making it more meaningful and attractive. Children are more motivated to learn where games and activities contribute to development of various human skills. In this sense, using play in the classroom can be a potential mediation tool in the teaching-learning process in the initial grades, where early childhood education students can learn and have fun at the same time, making learning something pleasurable and pleasant.

**Keyword:**Ludic; Child education; Pedagogical Resource, Teaching Tool

## INTRODUCTION

This work emphasizes the importance of working with play as a process that facilitates learning in the initial grades, that is, in early childhood education, so that the child can feel welcomed in this new environment in which they have been inserted and bring them as close as possible to a family environment seeking to build a healthy relationship in a natural and positive way for good learning.

The playful activities used in the classroom become a strategic tool that introduces the child to the scope of meaningful learning in

1

---

<sup>1</sup>Master in Educational Sciences from Universidade Del Sol – Unades, Specialist in School Supervision, Postgraduate in Higher Education Didactics, Psychopedagogue. [gracedennyfonseca@gmail.com](mailto:gracedennyfonseca@gmail.com)

<sup>two</sup>PhD in Environmental Sciences from the Central University of Paraguay, Master in Education Sciences from the Intercontinental University – UTIC, Specialist in School Management. Email: [ivanisemendes@hotmail.com](mailto:ivanisemendes@hotmail.com)

pleasant environments, in an attractive and natural way, for the good development of your skills. Therefore, happy children are generated, resulting in strengthened skills, affectionate children, willing to work in the classroom, curious, creative in environments that promote and expand their vocabulary and coexistence,

For Rosa (2003), “playfulness must be seen and practiced in a collaborative way. nscent, as it is not mere fun or filling time, but rather an essential factor for quality education for the individual” (ROSA, 2003, p. 40).

Lima (2013) points out that what is learned at certain stages of early childhood education can leave marks for the rest of one's life. Early childhood education is the time for children to interact with the world and especially with themselves.

According to studies by Souza (1996), early childhood education is configured as an important phase in the development of the individual, as it is at this stage that the foundations of the human being are being laid, and the processes of formation and integration of various areas of their development are stimulated and initiated. .

It is understood that a child is not born knowing and they need someone to be available to play in a group as well as teaching them how to play until they mature. The teacher, as well as the school in general, is seen as an extension of his family and his home, with a close relationship between playing and learning where playing is part of learning, not just leisure. In this sense, the teacher has the role of mediator and stimulator of knowledge, through activities and games that direct the student to discover an alternative that leads them to develop an interest in learning and construct significant knowledge in an enjoyable way (RUFINO, 2014).

It is up to the Early Childhood Education teacher to stimulate the student on a routine basis. When children participate in games and play with toys, they can communicate, express themselves better and exercise their abilities. As the child plays, he builds and understands the world and the things around him.

Pre-school education is the basis of future learning and it is from there that playful activity must be introduced, which is conceived as the natural way of incorporating children into the environment that surrounds them, of learning, of relating to

other people, understand the rules and functioning of the society to which they belong.

Likewise, playing is a fundamental part of this socialization process and must be based on the principles that govern preschool education, such as: scope, participation and play, focused on the development of cognitive, communicative and socio-affective dimensions, corporal, aesthetic , ethical and spiritual.

## 1.PLAY IN CHILDHOOD EDUCATION

Games and toys are present at all stages of human life, making their experience fundamental. Play is essential for relationships between people. It is known that games and/or games are recognized as a means of providing children with a pleasant, motivating, planned and enriched environment, enabling the learning of various skills and their performance.

According to Luckesi (2005), playfulness is an important tool for educating students. It is through playing that children relate to the environment in which they live and to others, which allows them to give meaning to everything around them. According to this author, the main characteristic of playfulness is the fullness of the experience, that is, the playful experience of an activity requires total commitment from the human being.

According to Modesto and Rubio (2014), it can be said that learning occurs naturally through playful activities, a means that motivates and stimulates creativity in a process of learning and acquiring knowledge through pleasure.

Lara (2011, p.17) highlights that:

Games have recently been gaining ground within our schools in an attempt to bring fun into the classroom. The intention of most teachers with its use is to make classes more enjoyable with the aim of making learning something fascinating. Furthermore, playful activities can be considered as a strategy that stimulates reasoning, leading the student to face conflicting situations related to their daily lives.

Maluf (2008, p. 61) states that "Play is to ensure the survival of

dreams and promote the construction of knowledge linked to the pleasure of living and learn in a natural and enjoyable way.” In this way, we understand that the Playfulness contributes to the development of knowledge necessary for the child's daily life.

According to the National Curricular Reference for Early Childhood Education (BRAZIL, 1998, p.22) “Playing is one of the fundamental activities for the development of identity and autonomy, in play children can develop some important capabilities [...], through interaction and use and experimentation with rules and social roles”.

It is important to emphasize that the insertion of play in the school space must have a pedagogical purpose in its essence, not simply being a mere moment of recreation, “however, it is often conceived only as a hobby or a game and not as an activity that aims to help the student think clearly, developing their creativity and reasoninglogical" (LARA, 2011, p.17).

The meaning of playful, in Kishimoto’s conception (2002, p.111), is “[...] playing is prior to playing, social conduct that presupposes rules. Playing is a freer and more individual form, [...] The term playful covers both: individual and free activity and the collective and regulated”. In the context of playing, there are several possibilities besides games, circle activities, singing, pretend play and many other forms of "fun". This playing, having fun alone or with other children and/or adults, provokes discoveries, makes the child invent and obey rules, understand their space, get used to sharing moments of joy, achievements and moments of learning. to lose, lend and teach a new participant.

## 2. PLAY AS A PRIMORDIAL ROLE IN CHILD DEVELOPMENT

For Lev Vygostsky (1991), play is an essential process for Child development. “Playing is essential for a child’s development, because the processes of symbolization and representation lead to abstract thinking. Elkonin (1998).

4

Furthermore, play is the child's natural language, where it allows that she, through make-believe, can express herself about the world to which she

around, being able to relate new knowledge with previous knowledge, with own experience, in real contexts. Thus, learning as they interact forms new learning, that is, meaningful learning.

According to Piaget (1978), playfulness is related to the development of Intelligence, that is, it is related to the stages of cognitive development, highlights that the child needs to play to grow and that through play the child is satisfied, fulfills his desires and explores the world around him.

For Kishimoto (2006), through playing, children develop important and fundamental skills for the development of autonomy and identity, in addition to maturing some capabilities, such as memorization, imagination, attention and socialization, thus, the family has an important role in play, promoting the practice of recreational and leisure activities that provide children with movement during play; ultimately, favoring elements that serve as an incentive for this practice.

## **PLAYFUL ACTIVITIES FOR EARLY EARLY EDUCATION**

Early Childhood Education is a phase of great learning for children's lives, at this stage they develop fundamental skills that will be taken into adult life. With playful activities, children learn while playing, which provides better understanding and performance. The development of motor skills in Early Childhood Education is part of a series of movements carried out through educational and playful practices carried out in classes. Through playful activities, without the exact determination of exercises, children develop fundamental motor skills for their development (JIMÉNEZ, 2002).

Thus, playing must be taken into consideration mainly in school spaces, as it is rich in environments that facilitate experiences that through games, it is necessary to explain the most positive experiences and realities that children know, the arguments for their activities will be very broader and more varied; in relation to play, it is a dimension of human development that promotes psychosocial development; the acquisition of

knowledge, the formation of personality, that is, it encompasses a range of activities in which pleasure, creative activity and knowledge intersect to have more clarity when playing (JIMÉNEZ, 2002).

Jiménez (2002) comments on the importance of play and its proactive role in the classroom. Jiménez (2002, p.42) considers that:

Play is rather a condition, a predisposition for being in the face of everyday life. It is a way of being in life and relating to everyday spaces in which pleasure occurs, accompanied by the relaxation that symbolic and imaginary activities produce with play. The sense of humor, art and other series of activities that occur when we interact with others, with no more reward than the gratitude that these events produce.

Play is a way of living everyday life, that is, feeling pleasure and valuing what happens, perceiving it as an act of physical, spiritual or mental dissatisfaction. Playful activity promotes the development of skills, relationships and a sense of humor in people.

For this reason, play goes hand in hand with learning, for which Nunez (2002, p.8) considers that:

Well-applied and understood play will have a concrete and positive meaning for improving learning in terms of qualifications, critical training, values, relationships and connection with others, achieving students' retention in initial education.

## **THE ROLE OF THE FAMILY AND THE TEACHER AS MEDIATOR IN THE TEACHING-LEARNING PROCESS**

Consumption, isolation and lack of spaces, among other factors, have shown that the game has undergone transformations and in some places it has even disappeared. Modern society is going through a series of transformations; cultural diversity gives way to the globalization process, collaboration has been replaced by competition and individualism, public leisure space is disappearing, there is a growing incentive to consume, group activities have been replaced, often by isolation and the cessation of traditional jokes to be practiced

due to the expansion of new technologies (MODESTO; RUBIO, 2014).

The family, as one of the main references in the role of education, has been suffering the consequences of this globalization, losing important values, including moments involving play due to parents' lack of time and knowledge of the benefits that play brings to development. of child.

The teacher, as the main person responsible for organizing learning situations, must create possibilities for imbalances, which show the student the new and the unknown, because when faced with a challenge, the child tends to assimilate knowledge, using mental and motor resources.

It is up to the teacher to offer a space to combine games with everyday classes, creating an environment conducive to learning and containing joy, pleasure, movement and solidarity in the act of playing. It is important that children feel increasingly challenged and stimulated.

The material used in classes directly impacts quality and learning. The more diverse the material, the richer and more interesting the learning will be. Regarding the material, it doesn't need to be done and finished. It can be created, built in your own school and with the help of students; this will make the material more meaningful to them. It can be painted in various colors, stimulating works for the development of logical thinking (KISHIMOTO, 2006).

There are many materials that can be used in recreational practices, such as: tires, balls, sticks, plastic rings, ropes, newspapers, cardboard boxes, plastic bottles, sock balls, sandbags, benches, ladders, among others.

Each of them has its specificities and provides the development of a skill. The tire develops motor skills; the ball develops specific skills, such as: rolling, kicking, hitting, etc. [...]; wooden sticks help with balance, coordination and spatio-temporal agility; cardboard boxes can help in the construction of symbolic games or toys to improve motor skills; the wooden staircase is important for balance and spatial coordinationtemporal. According to Freire (1989) "what is missingto us Schools, most of the time, are not material, they are creativity."

Therefore, according to RCNEI (1998, p. 29), the educator does not need to teach the child to play, as it is an act that occurs spontaneously, but rather plan and

Organize situations so that games are presented in various ways, allowing children to choose the themes, objects and companions they want to play with. And the teacher must make use of new methodologies, which seek to include the practice of games, because the objective is to train active, reflective, practical, critical, dynamic learning and capable of facing challenges.

The school must create spaces and environments that promote play, allowing the continuous training of professionals who work directly with children, including physical education professionals. It is also her turn to offer toys and elements that enrich moments of joy within the school space, allowing for rich contextualized learning.

## **FINAL CONSIDERATIONS**

The present work seeks, through some authors, to point out the benefits of using play as a learning tool in early childhood education and its importance for their development throughout their lives. In this way, playfulness is essential for the training and cognitive development of children in the early grades.

However, we realize the importance of school as a fundamental part of this learning process, where it allows contact with new experiences that enable the discovery of countless skills. These should create spaces to meet the needs of the student. Therefore, to obtain a good result using playfulness in the classroom, teachers must provide a pleasant and attractive environment, rich in playful activities, where playfulness as a didactic tool helps the teacher in his classroom practice, respecting the individuality of its students, allowing the child to use their creativity and imagination.

The use of playfulness also promotes broad participation and coexistence between children, respect for rules, space, time, promotes integral development for learning. Through toys, games and children's games being part of the school pedagogical proposal, it is also a strong tool for the child's development. After all, educating is preparing for life!



## REFERENCES

BRAZIL, Ministry of Education and Sports, Secretariat of Fundamental Education. **National curricular parameters.** Brasília: MEC/SEF, 1998.

BRAZIL. Ministry of Education. National Education Council. Chamber of Basic Education. **CNE/CEB opinion no. 20, of November 11, 2009.**

ELKIND, D. (2003). **Thanks for the memory:** The lasting value of true play. YC Young

JIMÉNEZ, B. (2002) **Play and recreation.** Colombia: Teaching.

KISHIMOTO, Tizuko Morchida. **Play and its theories.** São Paulo: Pioneira, 2002.

\_\_\_\_\_. **Game, toy, play and education.** 12.ed. São Paulo: Cortez, 2009.

\_\_\_\_\_. **Game, toy, play and education.** 14. ed. São Paulo: Cortez, 2011.

\_\_\_\_\_. (org.) **Game, play and education.** 8.ed. São Paulo: Cortez, 2006.

\_\_\_\_\_. (1999) **The game and the childish education.** In: (Org.). Games, toys, play and education. São Paulo: Cortez, p.13-43

LARA, Cristina Machado. **Playing with Mathematics in Early Childhood Education and Early Grades.** -1.Ed.-Catanduva, SP: Editora Rêspel;children.

LIMA, Bruna Alessandra Silva. **Playing in Early Childhood Education:** Playfulness as an educational strategy. 2013. 76 f. Monograph (Specialization) – Pedagogy Course, Faculty of Education, University of Brasília, Brasília, 2013.

LUCKESI, Cipriano Carlos. **Playfulness and playful activities - an approach based on internal experience.** Nov.

2005. <http://www.efdeportes.com> <<http://www.luckesi.com.br/artigoseducacaoludicida.de.htm>> Access at :20 Feb.2024.

MODESTO, Mónica Cristina; RUBIO, Juliana de Alcântara Silveira. **The importance of playfulness in the construction of knowledge.** Revista electrónica de enseñanza de knowledge, 2014.

RUFINO, Terezinha Clementino da Silva. **Playfulness in the classroom:** in series

VYGOSTSKY, L.S. **Learning, development and Language.** 2nd ed. São Paulo: Icone, 1998

PIAGET, JEAN, **The formation of the symbol in the child.** Rio de Janeiro Zahar. 1978.