



TOY LIBRARY: A SPACE FOR LEARNING AND SOCIALIZATION AT CEMEI RUTH YELITA FORTE

TOY LIBRARY: A SPACE FOR LEARNING AND SOCIALIZATION AT CEMEI RUTH YELITA FORTE

Larissa Fidelis Ribeiro– State University of Paraná (UNESPAR)

SUMMARY:

The purpose of this article, entitled: "Toy library: a space for learning and socialization at Cemei Ruth Yelita Forte", is to highlight the importance of the toy library in the development of children. To this end, the study is divided into sections, which characterize childhood, children, playing, toy library and research. The research methodology was developed based on bibliographical and documentary research, books, Google forms and references that support the theme. The research aims to answer the following question: what is the importance of the toy library in the school environment, especially for the teachers at Cemei Ruth Yelita Forte?. The results of the applied forms indicate that the greatest use of the environment is for free play. Combining the statistical results with the authors chosen as references, and here dealing with the conclusion of the research, the study indicates that the toy library helps in several factors of child development, such as cognitive, socialization and psychomotor skills. The basic theoretical references were Ariès (1975), DCNs (2013), Freire (2014), Kishimoto (1999), Costa *et. al.*(2018), Zorze (2012), Brougère (1998), Carneiro (2015), Cruz, Castro (2011), Rosa et.al (2011), Piaget (2011), National Common Curricular Base (2017) and the Cmei Ruth Yelita Forte Political Pedagogical Project (2022).

Keywords:Child. Play. Toy library. Early childhood education.

ABSTRACT:(abstract in English or Spanish)

The proposal of this article, entitled "Brinquedoteca: a space for learning and socialization at Cemei Ruth Yelita Forte", aims to emphasize the importance of the toy library in child development. The study is divided into sections that characterize childhood, child, play, toy library, and interview. The research methodology was developed based on bibliographic and documentary research, books, Google forms, and references that support the theme. The research aims to answer the question of the importance of the toy library in the school environment, especially for the teachers at Cemei Ruth Yelita Forte. The results from the administered forms indicate that the primary use of the space is for free play. Combining the statistical results with the selected authors as references, the study concludes that the toy library contributes to various factors in child development, such as cognitive development, socialization, and psychomotricity. Key theoretical references include Ariès (1975), DCNs (2013), Freire (2014), Kishimoto (1999), Costa *et al.*(2018), Zorze (2012), Brougère (1998), Carneiro (2015), Cruz, Castro (2011), Rosa et al. (2011), Piaget (2011),

Common National Curricular Base (2017), and the Cemei Ruth Yelita Forte Political Pedagogical Project (2022).

Keywords: Child. Play. Toy library. Early childhood education.

1. INTRODUCTION

The first toy library opened in Los Angeles in 1934 and was called Toy Libraries. The space is characterized as a place where children can borrow toys or play on site with a teacher or a children's entertainer. As Carneiro (2015, p. 1) points out, "Other countries, such as France, for example, created educational institutions as environments that complement schools and encourage children to play." In other words, it is considered a safer place for children to play, since there are toy keepers who take care of them.

The general objective of this article is to analyze the role of the toy library in early childhood education. The specific objectives are to identify how the toy library is used in the learning of children at the Ruth Yelita Forte Municipal Early Childhood Education Center (Cemei). This is because, in the modern age, children are seen as citizens with rights who must be regularly enrolled and attending a school.

Games and play are currently used in institutions to help with the teaching and learning process. So, what is the importance of a toy library in the school environment, especially for the teachers at Cemei Ruth Yelita Forte? For children, play is the best tool to be used in early childhood education, as it contributes to socialization and develops cognitive skills, making them see the environment as a place for learning, and not just free play. Through play, they explore the world, develop motor skills and learn to solve problems.

Furthermore, interaction with other children helps develop social and emotional skills. In short, this research seeks to determine whether school libraries are currently seen as a form of learning or just for leisure. When we ask this question, it is possible to notice that many teachers still have doubts about what the real meaning of a toy library is. In preparing this article, we aim to present a

overview of what meaning it has for us to have a toy library within the school environment.

To this end, this article is organized into three main topics. The first section deals with children and childhood, and addresses what must happen before an individual is treated as an adult. Only in recent years have children begun to be classified in games and become citizens with rights. The second section deals with the concept of games, focusing on their different meanings, and how they are important in early childhood education, for socialization and imagination. The third, fourth and fifth topics report on the importance of games in school, which should be included in planning, in addition to demonstrating that the toy library is a safe place. This factor takes into account the fact that toy libraries are staffed by professionals specialized in child care. Finally, the last topic reveals the teachers' responses, collected through the *Google Forms*.

2 THEORETICAL FRAMEWORK

2.1 CHILDREN AND CHILDHOOD

Since the Middle Ages, children have been seen as miniature adults. Children played the same games as adults and wore the same clothes. In other words, their class was not respected and, from a very young age, they had to work to help out at home. As a result, they neglected their studies and their leisure activities. In the mid-16th and 17th centuries, economic, political and social changes took place that had a profound impact on the organization of families and the educational practices that were in force until then. Children grew up in an adult environment and it was through the observation, often mistaken, of their activities that learning took place.

The children of the people, the children of peasants and artisans, the children who played in the village squares, in the city streets or in the kitchens of houses continued to wear the same clothes as the adults: they are never depicted wearing long dresses or false sleeves. They preserved the old way of life that did not separate children from adults, neither through their clothes, nor through their work, nor through their games and play. (Ariés, 1975 p.81)

In Brazil, the beginning of the creation of daycare centers had only a welfare nature. The aim was to “take care” of less privileged children, usually the children of workers and laborers. At that time, education was still elitist; only children from families with high purchasing power received education in kindergartens. Later, with European influence, the first public kindergartens were created. Regarding the creation of kindergartens in Brazil, Kuhlmann Júnior (2001, p.84) explains that the first initiatives were from the private sector, to serve children from the social elite. Private education, from its beginning, was concerned not only with basic care issues, but also with education. For this reason, children were taught to read and knit, in addition to being encouraged to develop different skills, such as identifying the letters of the alphabet, pronouncing words correctly, assimilating notions of morality and religion, and mastering the act of obedience.

In 1988, with the enactment of a new Federal Constitution, which began to recognize children as subjects of rights and, shortly after, the creation of the Statute of Children and Adolescents (ECA) in 1990, daycare was legitimized as an extension of the universal right to education. From then on, daycare became a right for children aged 0 to 6. It was therefore seen as a space for early childhood education that complemented family education.

Education, a right of all and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work. (BRASIL, 1988, p. 166).

Early childhood education is an essential foundation for learning. At school, children develop their physical and cognitive abilities, develop their capacity for social interaction and exercise their first notions of citizenship. This knowledge always occurs in a playful and enjoyable way, through play. Another important milestone for early childhood education in Brazil was the approval of the Law of Guidelines and Bases for Professional Education (LDB) No. 9,394/96. Based on this legislation, daycare centers and preschools are incorporated as early childhood education institutions, in accordance with article 29 of the LDB, which describes its purpose.

Early childhood education, the first stage of basic education, aims at the comprehensive development of children up to 5 (five) years of age, in their physical,

psychological, intellectual and social, complementing the action of the family and the community. (BRAZIL, 1996, Art. 29, p.29).

As stated in the aforementioned LDB, Early Childhood Education aims at the comprehensive development of children up to five years of age. According to Art. 30, “Early childhood education shall be offered in: I – daycare centers, or equivalent entities, for children up to three years of age; II – preschools, for children from 4 (four) to 5 (five) years of age”. Another important document guiding the rights of individuals in childhood, the ECA, established by Law No. 8,069, of July 13, 1990, reinforces the mandatory attendance at daycare centers and preschools for children from 0 to 5 years of age.

The child, the center of curricular planning, is a historical subject with rights who develops in the interactions, relationships and daily practices made available to them and established by them with adults and children of different ages in the groups and cultural contexts in which they are inserted. In these conditions, they make friends, play with water or earth, pretend, desire, learn, observe, talk, experiment, question, construct meanings about the world and their personal and collective identities, producing culture (Dcns, 2013, p.86).

According to the National Curricular Guidelines, play is an excellent activity for children and, therefore, should be explored in environments such as daycare centers.

A very important activity for young children is play. Playing gives them the opportunity to imitate what is known and to construct something new, as they reconstruct the scenario necessary for their fantasy to come closer to or further away from the reality they are experiencing, assuming characters and transforming objects through the use they make of them (Dcns, 2013, p.87).

Through play, children can rebuild themselves and begin to see the world in a different way. To this end, this element can be used in various ways during the child's teaching-learning process.

Early childhood education curricular proposals must ensure that children have varied experiences with different languages, recognizing that the world in which they live, due to their own culture, is largely marked by images, sounds, speech and writing. In this process, it is necessary to value playfulness, games and children's cultures. (Dcns, 2013, p.93).

When children enter school, they bring with them ways of speaking and acting that reflect their culture. Therefore, it is essential that educational activities are planned in such a way that

in order to respect and integrate this cultural diversity. In addition to rights, children have duties, such as being enrolled in an educational institution and having adequate conditions to ensure their permanence in the school environment.

Children need to play in yards, backyards, squares, forests, gardens, beaches, and experience sowing, planting, and harvesting the fruits of the earth, allowing them to build a relationship of identity, reverence, and respect for nature. They also need access to diverse cultural spaces: inclusion in community cultural practices, participation in musical, theatrical, photographic, and visual performances, visits to libraries, toy libraries, museums, monuments, public facilities, parks, and gardens (Dcns, 2013, p.94).

Each of these environments offers significant and unique benefits to children, such as access to music and theater, which are culturally enriching. By participating in these activities, children integrate experiences into their daily lives. In fact, one of the primary goals of school is to expand children's knowledge and, from the earliest years of life, to help them begin to exercise their rights. Therefore, children are considered citizens with social and cultural rights and duties.

2.2 GAMES AND PLAY IN EARLY CHILDHOOD EDUCATION

Games have several meanings. This is because the meaning of 'game' can vary according to the language of each social context. Games and play emerged in the Middle Ages, a context in which children participated in the same dynamics as adults (Ariés 1986 p.92). In the 17th century, illegitimate and legitimate children were treated in the same way as noble children; they performed activities that developed their physical and mental abilities, and received lessons in handling weapons, music, hobby horses, pinwheels and spinning tops. At one year of age, children already began to play the violin. This shows that in the Modern Age games, which were previously for adults, were redesigned not only so that children could play, but also to show that activities such as horse riding and handling weapons, for example, are activities that were left for adults.

However, we can ask ourselves if it had always been like this and if these toys had not previously belonged to the world of adults. Some of them were born from the spirit of emulation of children, which led them to imitate the attitudes of adults, reducing them to their own scale: this was the case of the hobby horse, at a time when the horse was the main means of

transport and traction. In the same way, the blades that turned on the end of a stick could only be the imitation made by children of a technique that, unlike that of the horse, was not ancient: the windmill technique, introduced in the Middle Ages, the same reflex animates our children today when they imitate a truck or a car (Ariés, 1975, p.88).

Children are reflections of adults. Everything an adult does, they reproduce; and this was already noticed in the Middle Ages. There was no separation of toys - the doll served as a toy for both. Furthermore, games and commemorative dates are very important in history even today, which is why they are celebrated in schools to this day.

Around 1600, the specialization of games only affected early childhood; after the age of three or four, it diminished and disappeared. From that age onwards, children played the same games and participated in the same games as adults, whether among children or mixed with adults. We know this mainly thanks to the testimony of an abundant iconography, since, from the Middle Ages to the eighteenth century, it became common to represent scenes of games: an indication of the place occupied by entertainment in the social life of the Ancient Regime. We have already seen that Louis XIII, from his earliest years, played with dolls and quoits at the same time, games that today seem to us to be much more games for adolescents and adults (Ariés, 1975, p. 92).

It is worth noting that there was no separation of toys by gender. Everyone played with different toys, girls with cars and boys with dolls. Later, gambling began, which was already considered a very dangerous game, but even children played.

Given the esteem in which games of chance were still held in the 17th century, we can appreciate the extent of the old attitude of moral indifference. Today we consider games of chance as suspicious and dangerous, and money won through gambling as the least moral and least confessable of incomes. We continue to play these games of chance, but with a guilty conscience. This was not the case in the 17th century. The modern guilty conscience resulted from the process of in-depth moralization that made 19th-century society a society of "conservatives" (Ariés, 1975, p. 105).

Gambling was considered a pastime for children at the time, but over time, its promotion and participation by children were prohibited. Over time, the ball became a game for the people. According to studies by Ariés (1975, p.123), the use of the ball was preserved among children and peasants. Nowadays, several games can be created with the ball. In fact, it continues to be responsible for providing entertainment for children and adults. In Early Childhood Education, play plays an important role

fundamental, providing several benefits, among which the socialization of children through the act of playing stands out. In addition, playful activities often involve rules that contribute to the development of organization and discipline, promoting essential skills for group coexistence. Furthermore, play plays a crucial role in the school environment, directly assisting in the teaching and learning process.

Freire (2014, p.13) states that those who teach learn by teaching and those who learn teach by learning. Those who teach teach something to someone. When a game is proposed to a child, it always has an objective, which brings lifelong learning.

Using games in early childhood education means bringing conditions to the teaching-learning field to maximize the construction of knowledge, introducing the properties of playfulness, pleasure, the capacity for initiation and active and motivating action (Kishimoto, 1999, p.37).

Children learn better through play. In the classroom, it has been noted that students are increasingly interested in the content, because they assimilate it into a game they play at home, and when they work in groups with other children, they have a better understanding of what is being taught. Children become the authors of their own learning, which makes them better absorb the knowledge that is being taught. In practical terms, children go home telling their parents what they have learned and perform better in the classroom. According to Kishimoto (1999, p. 37), if a child is differentiating colors by freely and enjoyably manipulating a puzzle available in the classroom, for example, the educational and playful functions are present.

The best way currently used in the classroom to keep students interested is to include play in the planning. This is a method that allows children to explore their imagination, including numerous cognitive and socialization benefits. Kishimoto (1999, p.39) emphasizes that the inclusion of children's games in pedagogical proposals reminds us of the need to study them in current times. The importance of this type of play is justified by the acquisition of the symbol. This means that when the child begins to understand the representation that the game carries, that a broom becomes an airplane; a control becomes a microphone; they begin to give meaning to things.

Still in this perspective, Kishimoto (1999, p. 52) argues that, in children, creative imagination emerges in the form of play, which is precisely the first instrument of

thinking in facing reality. That is, it begins with a sensory-motor game that transforms into a symbolic game, expanding the possibilities of action and understanding of the world. Nowadays, children are having their first contact with school very early, due to the need for parents to reconcile their professional lives with the education of their children. As a result, many choose to enroll their children in preschool from an early age. In this context, the development and interaction of children in this environment occur mainly through games, songs and nursery rhymes.

The importance of the nursery rhyme as a learning instrument leads children to interact, to sensitive, affective, aesthetic and cognitive aspects, as well as promoting interaction and social communication, giving a significant character to musical language, with the act of playing and having fun, the child learns and discovers the world around them and relates to their peers (Costa et.al, 2018 p. 4).

Through these songs and games, children begin to understand the world around them. In some schools that have larger spaces, toy libraries are included, which appeared in the 1980s. According to Zorze (2012 p. 24), the toy library was created with educational and therapeutic objectives and received support from both the public and private sectors to operate and serve the children who visited the educational space.

One way children socialize with each other is through play. When playing, children are not concerned with the outcome. It is pleasure and motivation that drive action towards free exploration. Kishimoto (1998, p.143) states that the benefits are many, as the child begins to learn to solve problems, bringing new information and a conception of a new world. According to the author, "What makes children develop their combinatory power is not learning the language or the way of reasoning, but the opportunities they have to play with language and thought" (Kishimoto, 1998 p.148).

Furthermore, playing helps develop speech and increases vocabulary, allowing children to expand their knowledge. After all, it encourages them to create rules and symbols. In fact, when they are taught about a game, most of the time, they want to change the rules. At first, they play as the game really suggests; then they start to challenge themselves, creating strategies for the game. The importance of playing is particularly evident in the age group between 4 and 5 years old, a period in which children begin to familiarize themselves with

with body parts, numbers and other basic concepts. Interacting with peers in this context makes the learning process more enjoyable and effective.

Playing is not an internal dynamic of the individual, but an activity endowed with a precise social significance that, like others, requires learning. In this paper, we would like to explore the consequences of this point of view and extract from it a model for analyzing playful activity (Brougère, 1998, p.20).

Play is a social culture that requires learning. In theory, for it to make sense to defend the idea that children learn through play, it is essential that the playful activity has a clear objective. When play is proposed with a defined purpose, the child can develop a variety of skills more effectively.

2.3 THE TOY LIBRARY IN THE CHILDREN'S SCHOOL ENVIRONMENT

The first toy library opened in Los Angeles in 1934, and was called Toy Libraries. The space is characterized as a place where children can borrow toys or play on site, with the teacher or a children's entertainer. Carneiro (2015, p. 1) highlights "Other countries, such as France, for example, created toy libraries outside of educational institutions, as environments that complement schools and could encourage children to play". It is considered a safer place for children to play.

In this way, it is clear that toy libraries have a real power over children, and in view of this great importance, the toy library has become a legitimizing landmark, being a great achievement for society, which has a form Ludoteques: a space dedicated to play, where children can borrow toys or play on site, often under the supervision of teachers or children's entertainers. "Pleasant to educate children who learn naturally and spontaneously, being a gain for parents and for children who enjoy going to learn" (Carneiro, 2015, p. 8).

Children have access to toys, workshops and various activities in a space fully prepared for them, providing parents with security and confidence when leaving their children in the care of trained professionals. This environment in the school must be located in a centralized area, and the schedule must ensure that all Early Childhood Education classes have at least one hour dedicated to play.

The toy library is characterized by a set of toys, games and games, constituting a colorful and cheerful space, where children have contact with playfulness, thus making the toy library considered a “magical” space, where all children like to play because they identify with the environment, which is all designed to serve the little ones (Cruz, Castro, 2011, p. 5).

Nowadays, schools are increasingly investing in toy libraries, recognizing them as safe spaces for children to play. In addition, toy libraries have a broader purpose, and can be integrated into school planning and used as an extension of the classroom.

The toy library is characterized by a set of toys, games and games, constituting a colorful and cheerful space, where children have contact with playfulness, thus making the toy library considered a “magical” space, where all children like to play because they identify with the environment, which is all designed to serve the little ones (Cruz, Castro, 2011, p. 5).

Therefore, we know that in this environment, which is appropriate for different types of activities, children develop better, because they interact not only with their peers, but also feel like they belong in the place and it is welcoming, making it magical and making them feel at ease.

2. MATERIAL AND METHOD

This study used a qualitative approach, with data collection carried out through bibliographic research and application of questionnaires. The research was based on authors and works that deal with the theme of toy libraries, childhood, and games in early childhood education, with emphasis on works by Ariès (1975), Kishimoto (1999), Freire (2014), among others. In addition, normative documents such as the National Curricular Guidelines for Early Childhood Education (2013) and the National Common Curricular Base (2018) were also consulted to theoretically support the research.

The empirical part of the study involved the application of semi-structured questionnaires to teachers at the Ruth Yelita Forte Municipal Early Childhood Education Center (Cemei), with the aim of understanding how the toy library is used in the school routine. The questionnaire was

prepared and distributed through Google Forms, containing seven open questions, focusing on topics such as the integration of the toy library into the lesson plan, the time spent using the space, pedagogical strategies applied, and the impacts observed on children's development.

Data collection took place over a period of fifteen days, and the responses were analyzed descriptively, highlighting the teachers' perceptions regarding the role of the toy library in the cognitive, social and psychomotor development of students. The chosen method, using questionnaires with open questions, allowed for greater interaction between the researcher and the researched, in addition to providing a nuanced analysis of the use of the toy library space.

3. RESULTS AND DISCUSSION

The methodological proposal used in the research was qualitative in nature, using field research with the application of a questionnaire to Early Childhood Education teachers who teach at CEMEI Ruth Yelita Forte. For Minayo (1998), the questionnaire is a procedure through which the researcher can obtain significant elements contained in the speech of social actors. The decision was made to develop semi-structured questions, in which there is no rigid sequence of questions, but only a script of the main items to be addressed. The method was chosen because it gives the research subject the opportunity to express his/her opinion openly, in addition to providing greater interaction between researcher and researched.

The questionnaire was applied through the *Google Forms*, with the theme "Toy Library", containing seven open questions, with the objective of obtaining answers about free or guided play. The following questions were also asked: a) how long the toy library has been in place at Cemei Ruth Forte, b) which classes use it, and how many days a week, c) what strategies are used to include the toy library in the lesson plan, d) how the toy library can be adapted to reach all age groups and e) what significant impact the toy library has on the teaching-learning process. The form remained available for fifteen days, being forwarded 9 and returned 3 so that the teachers could answer it.

The first question addressed the following theme: What strategies do you use to integrate toy library activities into your lesson plan and students' learning goals? Most teachers highlighted that, in general, they prioritize socialization.

"This moment works more on socialization or me, the other and us, through sharing toys at this moment we can observe how they interact with their peers through play and make-believe is extremely important for early childhood education" (Teacher A, 2024).

Early childhood education plays a major role in children's lives, since it is in this first phase that they are taught to socialize with other peers, to share toys and to play in groups, for example. According to Bezerra *et al.* (Uniesp, 2011), socialization refers to the transmission and assimilation of behavior patterns, norms, values and beliefs, as well as the development of collective attitudes and feelings through symbolic communication. Socialization, therefore, is the same as learning, in the broadest sense of the term. This influences the sense that, when socializing, the child is learning.

(...) In my view, the Toy Library space can provide better development of students' creativity and sociability as they interact better and freely with their peers, thus favoring meaningful learning. (Teacher B, 2024).

It can be seen in this statement by teacher B that it is reiterated that it is in the toy library that the child has a space where he/she can play freely, as it is a suitable and safe place for the child to play and develop his/her imagination. According to Silva (2021), it is through playing, proposing games, that the child will learn, as they are interesting activities that arouse curiosity and the pleasure of building knowledge; from the interaction of the physical and social environment. Therefore, it is important to value it, giving time for children to express playfulness, bringing out creativity, fantasies, dreams, frustrations; starting to act and deal with their thoughts and emotions spontaneously.

Children develop creative thinking through free play that they invent, especially with other children, in the sense of being a superhero, mommy or daddy. All this creativity helps in classroom activities because, for them, things start to make sense in the case of questions like "how many people live in the house?" and "who do you think?"

do you realize until you get to the house you find on the way?”. The student who creates his/her own games has a heightened imagination to reason and understand the meaning of things.

Sometimes we do some guided activities with the balls from the ball pit, with the giant balls, we work with play circuits, but most of the time they are free games. They love playing with dolls, sometimes they imitate their own family by leaving “the children at school” (Teacher C, 2024).

According to Piaget (2011), taking this explanation as a starting point, it is possible to think that playing plays the role of allowing the 'self' to expand, establishing its boundaries in relation to the world and creating new meanings for the latter and for oneself. By playing without rules, children are able to establish relationships with the world around them. When they observe them playing at school, they often repeat things that happen in their reality, such as the way their mother cooks food or the way their father drives the car. When games with rules are offered, the child loses interest in the game very quickly, because it is not very attractive. Otherwise, the child plays once and no longer sees the meaning of the game the second time around. By giving them the freedom to develop the game, or breaking the rules of the game, the process becomes more exciting.

In the case of a young child, this assimilation is directly linked to the people who transmit the rules and to the feeling of obedience mixed with respect for authority, while the older child relates directly to the rule as a regulator of actions present in a set of possibilities (PIAGET, 2011 p.80).

Young children cannot see playing with rules as something good, because they have a psychological mindset that rules are imposed, just as parents impose them in other situations. According to the National Common Curricular Base (2018), play is the ideal time to let children let their imaginations flow.

Play in different ways, in different spaces and times, with different partners (children and adults), in order to expand and diversify their possibilities of access to cultural productions. The participation and transformations introduced by children in games must be valued, with a view to stimulating the development of their knowledge, imagination, creativity, emotional, bodily, sensory, expressive, cognitive, social and relational experiences (BNCC 2018 p.34).

Play is very important for a child's development. This is because, if we stop to watch a child play, they have a purpose and act as a reflection of someone else, in the sense of repeating what happens around them or what a teacher does in the classroom, or a mother does at home, for example. Interaction with other partners, whether they are adults or children, is essential for a child's social and emotional development. Being with other peers teaches important skills, such as negotiating, sharing and collaborating. Interaction with adults provides guidance, security and new challenges.

Interaction during play characterizes the daily life of childhood, bringing with it many learning experiences and potential for the integral development of children. By observing interactions and games between children and between them and adults, it is possible to identify, for example, the expression of affections, the mediation of frustrations, the resolution of conflicts and the regulation of emotions (BNCC 2018 p.33).

The playroom is designed for child development through 'play'. It plays a fundamental role in children's growth and learning and, in addition to being welcoming, it functions as an extension of the classroom. In it, teachers can observe how each student is interacting, whether they explore the environment, whether they take the initiative in playing, among other elements that greatly assist in the professionals' evaluation.

FINAL CONSIDERATIONS

In this article, we seek to demonstrate the toy library as a place to play and learn. And, more than that, as a safe and appropriate place for children to socialize, develop and be stimulated to creativity and new perceptions of themselves and the world with other children. Access to various toys and the endless amount of games without rules encourages children's autonomy. In the Middle Ages, children were considered "mini adults", from the way they dressed to the way they were viewed in society. Over time, children began to have their rights guaranteed by law and, consequently, they began to be seen as citizens with rights.

From then on, her place at school and in the community was guaranteed, meaning she began to have access to school and was prohibited from working before reaching the age of majority.

Several measures have encouraged, and continue to encourage, children to have a safe place to develop. Nowadays, many schools have more sophisticated facilities to welcome children, and this project often includes a playroom, as an appropriate place full of toys so that children can have access to play. Therefore, we can conclude that the playroom is very important, especially in the early stages of a child's life, when they are beginning to interact with others. And, based on research, I have noticed that through free play, children have significant development, which is very interesting in terms of the personal and social development of this child.

REFERENCES

ARIES, Philippe. **Social history of the child and family**. 2nd ed. Translated by Dora Flaksman. Rio de Janeiro: Editora Guanabara, 1986.

SILVA SOUZA, Silvana Aparecida. **Socialization in Early Childhood Education**. UNIESP, 2011. Available at: <https://uniesp.edu.br/sites/_biblioteca/revistas/20170602120808.pdf>. Accessed on: [July 12, 2024].

BRAZIL. Ministry of Education. Secretariat of Basic Education. Directorate of Curricula and Comprehensive Education. **National Curricular Guidelines for Basic Education**. Brasilia: MEC, SEB, DICEI, 2013. ISBN 978-857783-136-4.

BRAZIL. Ministry of Education. **Common National Curriculum Base**. Brasilia: MEC, 2018.

CARNEIRO, Maria Aparecida B. ***Toy library: an interesting space to promote child development***. São Paulo: PUC-SP, 2015.

CROSS, Castro. **School toy library: a space for innovation, socialization and knowledge acquisition for Early Childhood Education students**. Federal University of Ceara (UFC), 2011.

COSTA, Ferreira, Denise. Maciel and Costa et.al. **The Importance of Nursery Rhymes as a Learning Instrument in Early Childhood Education**. Academic Week Scientific Journal, 2018.

DONGO MONTAYA, Adrián Oscar (Org.). **Jean Piaget in the 21st Century: Writings on Genetic Epistemology and Psychology**. New York: University of Chicago Press;

FREIRE, Paul. **Pedagogy of autonomy: knowledge necessary for educational practice**. 25th ed. São Paulo: Peace and Land, 1996.

KISHIMOTO, T. M. (Org.). **Game, toy, play and education**. New York: Routledge, 2017.

KISHIMOTO, T. M. (Org.). **Playing and its theories**. São Paulo: Cengage Learning Publishers, 1998.

PARANÁ. *Cemei Ruth Yelita Forte Political Pedagogical Project*. Victory Union, 2022.

RICHARD, Maria Cristina; **The toy library in the school space**. Evangelical Educational Association, 2021.

RIBEIRO, Larissa Fidelis. **Toy library form, Cemei Ruth Yelita Forte**. Teachers. Union of Victory-PR, 2024.

ROSA, Fabiane Vieira da; KRAVCHYCHYN, Helena; VIEIRA, Mauro Luis. **Toy library: valuing play in the daily lives of preschool children**. Barbarói, Santa Cruz do Sul, n. 33, p. 8-27, Dec. 2010.

BLACK, Paul. **Toy library and its contributions to the teaching and learning processes of children in Early Childhood Education**. Institutional Repository of the Federal Technological University of Paraná, 2013.