



## PLAY AS A FORM OF LEARNING IN EARLY CHILDHOOD EDUCATION

## PLAY AS A FORM OF LEARNING IN EARLY EDUCATION

## ELECTRONICS AS A WAY OF LEARNING IN EARLY EDUCATION

Iracy Marinho Barros<sup>1</sup>

[Iravitoria24@gmail.com](mailto:Iravitoria24@gmail.com)

Patricia Cruz Dias<sup>2</sup>

[coordhumanaspatriciadias@gmail.com](mailto:coordhumanaspatriciadias@gmail.com)

### SUMMARY

This article sought to discuss and identify the importance of play in the teaching-learning process, based on the reality of a Childhood Education Center in the northern region of Palmas-TO. It also aims to identify the representativeness and importance of play as a form of cognitive development and meaningful for the construction of knowledge in children, and its possible influences on the learning process in relation to the lack of pedagogical resources. For this research, qualitative research was carried out, in addition to analysis and preparation of files and theoretical-conceptual research by several authors. In Early Childhood Education, children learn in a playful and playing way, developing their cognitive, affective and motor skills. However, the lack of viable pedagogical resources influences the student's cognitive ability.

**KEYWORDS:**Early Childhood Education, Play, Interaction, Learning.

### ABSTRACT

This article sought to discuss and identify the importance of play in the teaching-learning process, based on the reality of an Early Childhood Education Center in the northern region of Palmas-TO. It also aims to identify the representativeness and importance of playing as a form of cognitive and significant development for the construction of knowledge in children, and its possible influences on the learning process in relation to the lack of pedagogical resources. For this research, qualitative research was carried out, in addition to analysis and preparation of records and conceptual theoretical research by several authors. In Early Childhood Education, children learn in a playful and playful way, developing their cognitive, affective and motor skills. However, the lack of viable pedagogical resources influences the student's cognitive ability.

**KEYWORDS:**Early Childhood Education, Playfulness, Interaction, Learning.

### ABSTRACT

This article seeks to discuss and identify the importance of the game in the teaching-learning process, based on the reality of a Children's Education Center in the northern region of Palmas-TO. It also intends to identify the representation and importance of the game as a form of cognitive and significant development for the construction of knowledge in children, and its possible influences on the learning process in relation to the lack of pedagogical resources. For this investigation, a qualitative investigation was carried out, in addition to analysis and preparation of records and conceptual theoretical investigation by several authors. In Early Childhood Education, children learn in a playful and playful way, developing their cognitive, affective and motor skills. However, the lack of viable pedagogical resources influences the student's cognitive capacity.

**KEYWORDS:**Early Childhood Education, Play, Interaction, Learning.

1

## INTRODUCTION

In the dynamic process of constructing cognitive and playful knowledge, playing is the way more natural for a child to act and express themselves through toys. However, the investigation will focus on the lack of pedagogical resources in a municipal Early Childhood Education Center in the northern region of Palmas-TO and their possible influences on the student's learning process. In addition to a brief analysis

1 State School Teacher, Graduated in Pedagogy. Lutheran University Center of Palmas State

2 School Teacher, Graduated in Geography. Federal University of Tocantins



how the process of children's playfulness develops, noting its consequent implications for learning in the school context.

Through play, children establish contact with the world around them and make use of it within the limits of their possibilities: they explore, discover, transform, exercise their abilities and build their knowledge. Thus, children are constantly being challenged and therefore need attention, affection and encouragement from both their family and school.

Toys play a very important role in stimulating children's intelligence and character development. The challenge contained in playful situations is to stimulate thought and creativity, thus nourishing the child's inner life. Through toys, children learn about and give new meaning to the world around them.

Thus, we can see the fundamental importance of the play space as a driver for the development of multiple skills and attitudes, contributing significantly to the systematization of the teaching-learning process. It is believed that every child needs to have a play space where they can develop their skills and creativity. In the same way that learning is important for a child's intellectual development, play is a fundamental "piece" for this.

For this research, qualitative and bibliographical research was carried out with concepts from several authors on the subject. With analysis of the importance of play as a form of learning in Early Childhood Education, addressing its possible influences in relation to the lack of these pedagogical resources. However, the novelties of everyday life are increasingly changing and fast in the diverse ways of unveiling the curiosities of children. And sometimes, we have no idea how important playfulness is for the construction of knowledge in cognitive development.

## PLAYFUL METHODOLOGIES

**Games and Play:** Playful activities can be divided into structured games and free play. Structured games, such as board games and group activities, promote socialization and teamwork. Free play stimulates creativity and autonomy, allowing children to create their own rules and narratives.

**Storytelling:** Storytelling is a practice that involves play and imagination. Through stories, children develop language skills, expand their vocabulary and exercise empathy by putting themselves in the characters' shoes.

**Artistic Activities:** Visual arts, music and dance are forms of expression that can also be integrated into playful learning. These activities encourage emotional expression and motor coordination, as well as stimulating creativity.

Playing and games are the best ways for children to communicate, and they are a tool they have to relate to other children. It is through playful activities that children can experience the different feelings that are part of their inner reality. They will gradually get to know themselves better, accept the existence of others and establish social relationships. By playing, children learn without tension, discovering new things, finding emotional balance, where they live their "make-believe" and adjusting to their environment.

For PIAGET (1990, p. 18), "when playing, children assimilate the world in their own way, without any commitment to reality, since their interaction with the object does not depend on the nature of the object, but on the function that the child attributes to it". In this way, they build knowledge about reality and perceive themselves as unique individuals among other individuals.

The student will learn by experimenting, making learning meaningful. The teacher will provide opportunities for his students to think, reflect and relate through activities that favor investigation, experimentation, social and individual development, respecting their individual differences, their pace of learning, and their ability to learn. development and your interest.

2

To stimulate development, it is necessary to place students in real, everyday situations, giving them opportunities to say what they think and know. It is necessary for students to have a space where they can express their ideas and expand their knowledge.

There are many factors that interfere in a child's development: space, family, social factors, economics, politics, culture, school and others. Hence the urgent need to seek meaningful proposals that can unravel the mystery surrounding play, children and development.

It is important to try to analyze child development more deeply through these infinite possibilities with a more integrative view of playful action in learning. HAYDT (1998,

p.178), says that "the use of play in teaching should not be considered a random event or an activity isolated, with an end in itself". It should be considered an activity within a defined sequence of learning and a means to be used to achieve certain educational objectives.

Play and children go hand in hand from the moment the image of children as beings who play is fixed. Bearing a specificity that is expressed through play, childhood carries with it games that are perpetuated and renewed with each generation. Play adopts a widely disseminated perspective to analyze the relationships between children and learning, by privileging concepts of child development.

Thus, the child needs to be involved in the act of playing, to be able to organize their ideas and, thus, externalize their deepest feelings, which allow them to always face challenges and the most diverse situations presented throughout their lives.

. According to HAYDT (1998, p.176), "through play, children reproduce their experiences, transforming the real according to their desires and interests". Therefore, it can be said that it is through toys and games that children express, assimilate and construct their reality. In addition to these reasons, play has a formative value because it contributes to the formation of social attitudes: mutual respect, solidarity, cooperation, obedience to rules, a sense of responsibility, personal and group initiative.

At this time of knowledge construction, in which the child passes his/her desires and condition to the new, in order to be able to add other thoughts and ideas that modify his/her state of learning, it is essential to recognize that playful action can interfere constructively in this process. The more the child is susceptible to learning through play, the greater his/her cognitive development will be. Playfulness cannot be seen as an act of passing time, as it goes much further, configuring itself in the construction of knowledge in real time, in which the child plays, builds and learns.

According to MACHADO (1994, p. 37), "playing is also a great channel for learning, if not the only channel for true cognitive processes". From this perspective, the entire structure that involves the acquisition of children's knowledge suggests that children need an incentive to be able to develop. And it is through play that these interconnections can be made possible, as an instrument that simultaneously benefits the actions of playing, the construction of knowledge and children's learning.

Recent studies have also shown that playful activities are indispensable tools in child development, because for children there is no more complete activity than playing. Through play, they are introduced to the adult's sociocultural environment, constituting a way of assimilating and recreating reality.

According to the ideas of CRAIDY and KAERCHER (2001, p. 104), "play is something that belongs to children and childhood". Through play, children experiment, organize themselves, regulate themselves, and build standards for themselves and others. Play is a form of language that children use to understand and interact with themselves, with others, and with the world.

Therefore, playfulness considerably helps in the child's knowledge and cognitive development, emphasizing the importance of play and stimulating physical activity, as well as moral and social activities.

The space for games, play and activities should have decorations that attract everyone's attention, arousing curiosity amidst all the fantasy that surrounds the environment, making it cheerful and fun. There should be plenty of creativity in choosing and setting up the decoration theme to convey a welcoming, pleasant and harmonious environment.

The proposals for play in schools tend to be a dynamic and facilitating form of the teaching-learning process. Teachers interested in promoting change may find in the proposal for play an important methodology that will contribute to reducing the high rates of academic failure observed in schools, thus providing an additional incentive for student learning.

According to SCHIMITZ, (2000, p.52) "the educator in his relationship with the student stimulates and activates the student's interest".

3

The educator also has the mission of valuing students' prior knowledge as a starting point for building their own knowledge. By doing so, students will feel capable of contributing to a richer class based on their knowledge and experiences in their daily lives. It is very important for teachers to be aware of the spaces and conditions in the classroom and in the school so that they can work effectively with their class and thus foster intellectual development, knowledge building and the exchange of experiences.

When playing, a process of exchange, sharing, confrontation and negotiation takes place, generating moments of

imbalance, and providing new individual and collective achievements, in addition to the motor development of students. It is noted that the act of playing is a source of pleasure and, at the same time, of knowledge, where the child builds his knowledge of the world in a playful way, transforming reality with the resources of fantasy and imagination.

It is important that each Early Childhood Education Center offers children quality, so that they can exercise their right to play, respecting each of their development stages.

For VYGOTSKY (1999 p. 56),

What defines play is the imaginary situation created by the child. Furthermore, we must take into account that play fulfills needs that change according to age. Therefore, the maturation of these needs is of utmost importance for us to understand children's play as a unique activity.

Playing is synonymous with learning, as playing creates a space for thinking, and children develop their logical reasoning, critical and reflective thinking. Playing creates conditions for a significant transformation of children's consciousness by allowing more complex forms of relating to the outside world. To achieve this, it is necessary to create conditions and promote situations in accordance with the child's needs, providing opportunities and stimulating their integral development.

Through observation, it was found that the classroom of the municipal Early Childhood Education Center in the northern region of Palmas-TO was not very diverse in relation to pedagogical materials. However, it was found that despite the lack of maintenance, there were games such as: puzzles, geometric pizzas, dominoes, checkers, tangram, memory games and stick games among others, which were offered to the children only as a form of distraction and pastime by the educator.

Before implementing a game, the teacher must pay attention to its purpose, to the objective that is intended to be achieved, always remembering that games are only auxiliary instruments for teaching in the search for some specific skill.

For CUNHA (2000, p. 37), 'the educator's view of knowledge production is also important in outlining the method, just as the teacher's behavior influences the students' behavior and vice versa'. Participating in a game leads to making choices, making decisions, organizing strategies, developing the ability to master learning, the child explores, freely exercises all his possibilities. The student will learn by experimenting, making learning meaningful.

According to CERQUETI-ABERKANE (1997, p. 41), games are an opportunity to develop a large number of transversal skills or abilities. The teacher will provide opportunities for his students to think, reflect and relate through activities that favor investigation, experimentation, social development, respecting their individual differences, their pace of development and their interests.

These games can be used to work on a dynamic process, such as concentration, logical reasoning, and the child's interaction with their classmates. PERRENOUD (2002, p. 363) says that each person reflects spontaneously on their practice, but if this questioning is not methodical or regular, it will not necessarily lead to awareness or change. Reflective practice is not enough, but it is a necessary condition for facing the complexity of the teaching-learning process.

Playful games should represent challenges for children and should be suited to their interests and needs. We educators play a very important role and we must promote situations where children can find a challenging and stimulating environment, which allows them to make discoveries that are significant for their development. Early childhood education is a fundamental period in the emotional and cognitive development of children. They need to play in order to grow and to have a balance with the world.

## 4

### FINAL CONSIDERATIONS

In Early Childhood Education, children learn in a playful and fun way, developing their cognitive, affective and motor skills. However, the lack of viable pedagogical resources influences the student's cognitive development. There are many factors that interfere in the child's development: space, family, social, economic, political, cultural, school and others. Therefore, there is an urgent need to seek meaningful proposals that can unravel the mystery surrounding play, children and development. Despite the lack of pedagogical resources, the educator's creativity can make a difference in a



more meaningful and enjoyable learning.

It is concluded that games in Early Childhood Education, if well used and mediated, become a powerful instrument for intellectual development, awakening the student's logical reasoning, ability to concentrate, curiosity, group awareness, competitive spirit and autonomy. However, the educator must be the mediator of the process, and for this he/she must be aware of his/her role as a facilitator. A good education professional is one who seeks to always be up to date, is one who understands how the learning development process occurs in different contexts, with meanings that the student can take with him/her for the rest of his/her life. Therefore, it is important, through these infinite possibilities, to analyze child development in more depth with a more integrated view of playful action in learning.

## REFERENCES

CERQUETTI-ABERKANE, Françoise. **Teaching mathematics in early childhood education**. Trans. Eunice Gruman. Porto Alegre: Medical Arts, 1997.

CRAIDY, Carmen. KAERCHER, Gladis E. **Early childhood education: what do I want you for?** Porto Alegre: Artmed, 2001.

CUNHA, Maria Isabel da. **The good teacher and his practice**. Campinas, SP: Papyrus, 2000

CUNHA, Nylse Helena Silva. **Toys, language and literacy**. Petrolis, RJ: Voices, 2004.

HAYDT, Regina Celia Cazaux. **General Didactics Course**. New York: Routledge, 1998.

MACHADO, Marina Marcondes. **The scrap toy and the child**. New York: Oxford University Press, 1994.

PERRENOUD, Philippe. **Reflective practice in the teaching profession: professionalization and pedagogical reason**. Porto Alegre: Artmed, 2002.

PIAGET, Jean. **The representation of the child's world**. Rio de Janeiro: Record, 1990

COLLINS, John. **The teacher's daily life \_ Preschool**. Ed. FAPI.

SANTOS, Santa Marli Pires dos. (org.) **Toy library: play in different contexts**. Petropolis, RJ: Voices, 1997.

SCHIMITZ, Egidio. **Fundamentals of Didactics**. New York: Routledge, 2000.

VYGOTSKY, Lev Semenovitch. **The social formation of the mind**. New York: Routledge, 1999.