



Playing as a tool for learning and developing children in early childhood education

Playing as a child's learning and development tool in early children's education

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SUMMARY

The present study aims to identify the importance of using play in the learning of children in early childhood education and how teachers conduct such practices as a tool to develop learning. The work is justified because play in early childhood education has been one of the instruments used to stimulate and transform the assimilation of knowledge into a pleasurable and fun process, promoting meaningful learning so that the child can know, understand and build their knowledge by making become a citizen of this world, being able to exercise citizenship with dignity and competence. The present work intends, through an applied questionnaire, to explain this topic that is so important for the child's development. The work is qualitative field research, aiming to answer the following research problem: can playing be used as a learning tool for the development of early childhood education? The general objective of the work is to discuss playing as a learning and development tool in early childhood education. As specific objectives we have: to present the teachers' view of playing; identify how playing is used by teachers and discuss the importance of this practice for student development according to the views of the interviewed teachers. The work has a brief theoretical framework, followed by the methodology adopted in the research and the presentation of the measured data.

KEY WORDS: Ludic. Child education. Jokes.

ABSTRACT

This study aims to identify the importance of using playful activities in the learning of children in kindergarten and how teachers conduct such practices as a tool to develop learning. The work is justified by the fact that the ludic in early childhood education has been one of the instruments used to stimulate and transform the assimilation of knowledge into a pleasant and fun process, promoting meaningful learning for the child to be able to know, understand and build their knowledge by becoming a citizen of this world, being able to exercise citizenship with dignity and competence. The present work intends, through an applied questionnaire, to explain about this topic that is so important for the development of the child. The work is a qualitative field research, aiming to answer the following research problem: can play be used as a learning tool for the development of

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early childhood education? The general objective of the work is to discuss about playing as a tool for learning and development in early childhood education. As specific objectives we have: to present the teachers' view about playing; identify how playing is used by teachers and discuss the importance that this practice has for student development according to the interviewed teachers' point of view. The work has a brief theoretical reference, followed by the methodology adopted in the research and the presentation of the measured data. **KEYWORDS:** Ludic. Child education. Jokes.



1. INTRODUCTION

The work finds its justification based on the need for play to be more valued, taking into account their time, their choices, who they decide to play with and what. This research was built using a qualitative and exploratory approach, using interviews and informal conversations with the teaching staff about playing as a significant pedagogical practice. The research problem is the following question: can playing be used as a learning tool for the development of early childhood education?

The general objective of the work is to discuss playing as a learning and development tool in early childhood education. As specific objectives we have: to present the teachers' view of playing; identify how playing is used by teachers and discuss the importance of this practice for student development according to the views of the interviewed teachers.

The work is organized in a brief theoretical framework, which explains the variants that will be found in the field research. Soon after, the entire methodology that was adopted by the work to reach the desired results that aim to answer the research problem is presented.

2 THEORETICAL FOUNDATION

Play can be understood as vital in a child's life, where we must guarantee this right and even associate it with the same importance as the right to housing, food, education and health. Since it helps in the development of the child in a way that is as important as the other rights presented.

Play is a space for children to investigate and build knowledge about themselves and the world. Playing is a way for children to exercise their imagination. Imagination is a way that allows children to relate their interests and needs to the reality of a world they know little about (SEBASTIANI, 2003, p. 98).

In the Aurélio dictionary (FERREIRA, 2001, p.109), the following definition for play is found: “[...] act or effect of playing [...] entertainment, pastime, fun [...]”. By guaranteeing this right, we ensure that the child grows up healthily and can acquire an expanded form of knowledge about the world. We have to make the space viable, respect their play and never underestimate the fact that it is a mere unimportant moment. Playing is an activity that is built intrinsically to the human being, the baby plays, the child plays, the teenager plays and the adult has the desire to play, but has lost its essence throughout life.

In this regard, Fortuna (2011, p. 9) states that:

Play is so important for human development that even when fights occur, it contributes to growth and learning. Negotiating perspectives, convincing the opponent, gaining support for a cause, giving in, giving up, fighting for a point of view – all of this teaches you how to live.

It is through playing, and perhaps only through playing, that the child stimulates emotional bonds and it is at this moment too, where they are discovering the world and making sense of things. While playing, children exercise their body, imagination and interact with the world around them, transforming any object into a fantastic toy. While playing, the child works on motor skills (walking, running, climbing up and down), as well as stimulating the five senses (touch, hearing, vision, smell and taste).

Thus, through play, the child will reflect, organize, disorganize, build, destroy and rebuild their world, expressing in a symbolic way, their fantasies, desires, fears, feelings and knowledge that they will build through their daily experiences (SEBASTIANI, 2003). When we talk about playing we can directly associate it with the imaginary world that provides different stimuli. According to

Brazil (1998, p. 23):

When children use the language of make-believe, they enrich their identity, because they can experience other ways of being and thinking, expanding their conceptions about things and people by playing various social roles or characters.

According to Haetinger et. al (2006), creativity is the human ability to create new ideas or actions. By playing, children develop this creativity and strengthen their imagination. According to Sebastiani (2003), when playing, children create an imaginary posture, behaving as if they were acting in the world of adults. It is in these games that children imitate adults and carry out activities taking on roles present in their environment.

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social context that they still cannot do. According to Kishimoto (2011), it is in pretend play that the presence of the imaginary situation is most clearly perceived.

The child's creative development occurs with the opportunities offered to him, thus, Kishimoto (2002), says that pretend games have more positive effects on the child's development when there are mental images to support the plot. The action of playing is what defines the game, the rules are not pre-defined.

- established and can, however, generate consensus or conflicts, depending on how the children will conduct this game.

For Kishimoto (2002), playing is different for two reasons: for children, playing is important for expressing their interests and communicating with others and, for adults, playing is important for observing the object or situation. of interest to the child and, subsequently, plan activities that actually represent situations involving the child.

The role of play in early childhood education contributes to children's learning, in this process they learn to make choices through games and toys, in addition to providing several other benefits, helping with logical reasoning and increasing the child's self-confidence. By playing, the child develops situations of social interaction, "[...] because, by playing, the child develops sociability, makes friends and learns to get along, respecting the rights of others and the norms established by the group [...]" (CUNHA, 2001, p. 11). Thus, playing assumes a prominent role within the educational process, needing to be valued and used in a pedagogical way, that is, having an end in itself, because although free play is important, it cannot be used at all times, because in this way, the object and benefits that these practices can provide are lost. Before starting interventions with play, the teacher needs to plan which objectives and variants he or she wants to work on and develop, in order to achieve more tangible objectives.

3 METHODOLOGY

The. The setting and the subjects researched.

The field research was carried out at the Integrated Center for Education, Health and Social Assistance – CIES, located in the city of Maracanaú. The school unit offers Early Childhood Education (Infant IV - 4 years old and Infant V - 5 years old) and Elementary Education (1st year - 6 years old and 2nd year - 7 years old).

To carry out the research, four teachers who work in the aforementioned unit were consulted (which will be called: Teacher A, Teacher B and Teacher C and Teacher D), in the children's classes IV and V. The choice of these teachers was due to teach in preschool classes, where playfulness must be present.

B. Instruments and data collection

As a data collection instrument, an interview was used containing five open questions, applied in the interview workplace, at previously scheduled times. According to Bleger (2001), the interview is a tool that allows greater contact with the research subjects, enabling a bond of trust between the people involved.

4 RESULTS AND DISCUSSIONS

The first question addressed to teachers was "How important is playing in the teaching-learning process in early childhood education?" The four teachers responded in a well-contextualized way, pointing out that play is fundamental to children's development. Teacher A highlighted that playing is essential being where the child communicates with themselves and the world. Teacher D, in turn, emphasized the importance of playing in cognitive development, stating:

Playing develops children's cognitive skills through interactivity, developing them intellectually, working on human values essential to the formation of personality. (Teacher D)

Corroborating the above, we have the document guiding the teaching stage studied, which positions itself on the importance of playing in this stage of schooling:

Playing is one of the fundamental activities for the development of identity and autonomy. When playing, children think and analyze their reality, culture and the environment in which they are inserted, discussing



about social rules and roles. When playing, children learn to know, do, live together and be, favoring the development of self-confidence, curiosity, autonomy, language and thought (BRASIL, 1998, p.23).

In the second question, teachers were asked whether they use play in their teaching practice and how these activities are developed. All teachers responded that they use it quite frequently in view of the curriculum and the guidelines given in monthly training.

Teacher B highlighted that play is part of the routine in early childhood education and is present in story telling, sung calls and many other activities. Teacher D explained that she uses it frequently and that it is a way of developing children's interest in learning, in other words, it is learning through play. The other teachers also use a lot of playful materials:

Through games, dynamics, music and puzzles. Through games, children develop their imagination by assimilating reality. (Teacher C)

Playful practices take place at different times and spaces: welcome, conversation and story circles, painting activities, modeling and even explaining educational proposals/games. (Teacher A)

Along the same path, I fear the words of Santos and Pessoa (2015, p. 12):

Playing is one of the most common forms of children's behavior and is an essential condition for a child's development. Through playing, children get to know the environment in which they live and interact with it, developing their skills, creativity, intelligence and imagination. The experience of playing allows children to better understand themselves, also facilitating the socialization process, due to situations experienced with other children, that is, playing is a playful, pleasurable and free activity.

In the third item, teachers were asked what materials they use to develop playfulness. The four teachers had very similar responses, each listing a large number of games, toys and activities.

I need creativity, knowing how to intonate my voice when counting, musicalization and I have matching games, puppets, costumes, puzzles, dolls, cars, mathematical games and scrap objects. (Teacher B)

Using diversified materials is, for Borba (2006), a necessity, because if teachers stick to just one type of methodology or activity, no matter how exciting it may be, at some point the child will lose interest, causing the child to herself perform the activity, but without the characteristics of spontaneity, happiness and interaction that could be provided.

The fourth question addressed the contributions of play to child development. Teacher A responded that when playing, children experiment, discover, invent, learn, impart skills, stimulate curiosity, self-confidence and autonomy. Teacher C responded that "playfulness is the ideal instrument for learning, it stimulates interest and enriches experiences".

The child learns to express their feelings in relation to the social world, reading the world; It is very important for psychological development and logical reasoning, putting into practice the values essential to life in society. (teacher D)

Pereira says that:

Playful activities allow us to fully experience our own space-time, to be full of the experience, giving ourselves to it without judgement, without coercion, without impositions and controlling directions, with openness to new possibilities. Therefore, I consider as playful not only activities that involve fun and games, but also those that enable this state of completeness and dedication to be established (PEREIRA, 2004, p. 82-83).

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The fifth question addressed the availability of play materials that help in the development of children offered by the school. All the teachers interviewed said yes. But the shape and origin of these materials drew attention, as they came from diverse spaces.

Teacher A said that most of the play materials come from donations and are used (old) (teacher A).

In addition to toys, we have a TV, data show, shadow play. But the important thing about having the material is the role of the teacher when it comes to facilitating the materials and games (teacher B).

The material could be better, with new toys and games (teacher C).



We have to make our play materials from recyclable materials, so that we have the quantity that allows practice for all children (teacher D).

For Velasco (1996), the lack of material in schools to carry out recreational activities is a reality present in a large number of public schools. But even in this situation, teachers, according to the author, need to use different strategies so that students can be given the opportunity to experience this, a situation that is observed in the research.

FINAL CONSIDERATIONS

We reach the end of the work stating that, through playing, children develop various skills such as imagination, physical, motor and emotional development, socialization and also that these activities facilitate learning and coexistence in groups. Therefore, we can say that playing is really important in early childhood education and that it contributes to student learning.

Playful activities therefore aim to make activities carried out in the classroom more flexible and dynamic as a teaching practice, providing opportunities for the effectiveness and significance of learning in the construction of knowledge, aiming for quality education and a new meaning for the entire educational process. It was thus concluded that play in early childhood education is a very valuable pedagogical tool, which must be developed with the aim of providing the most pleasurable and meaningful teaching-learning process, enabling the child's growth and offering a quality environment. that stimulates social interactions and at the same time enriches the imagination.

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