



PLAYFULNESS AS A TEACHING METHODOLOGY IN THE FIRST SEGMENT OF YOUNG PEOPLE AND ADULT EDUCATION – EJA

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SUMMARY

This article is an excerpt from the Dissertation **Master's degree that addresses "PLAYFULNESS IN TEACHING STUDENTS IN THE FIRST SEGMENT OF EJA ATALAIA DO NORTE –AM"**. When we consider children and their early life trajectory, we believe that this is a period filled with much pleasure and fun, bearing in mind that the school environment cannot be different, since it is considered a stage of life in which children only have fun. In fact, children, during their moments of pleasure, that is, when they are playing alone or with friends, experience a very personal world, created and imagined by them, a world full of fantasies that lead them to express all their feelings and emotions. Thus, we understand that all their representations of the world and the understanding of everything they have created are responsible for transforming their process of formation as a subject. Therefore, we believe that the playful practice inserted in the children's educational process is of great relevance, not only for their full formation, but also for their intellectual development. With this in mind, a theoretical-bibliographical research was carried out using concepts from authors who are experts in the subject in question, with the purpose of understanding in a more careful and efficient way the importance of playfulness for the teaching-learning process, as well as how it is used in children's learning, aiming for significant learning.

Keywords: Playfulness. Methodology. EJA.

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SUMMARY

This article is an excerpt from the Master's Dissertation that addresses "PLAYFULNESS IN TEACHING STUDENTS IN THE FIRST SEGMENT OF EJA ATALAIA DO NORTE - AM". When considering children and their early life trajectory, it is believed that this is a period full of pleasure and fun, keeping in mind that in the school environment it cannot be different, since it is considered a stage of life in which they only have fun. In fact, children, during their moments of pleasure, that is, when they are playing alone or with friends, experience a very personal world, created and imagined by them, a world full of fantasies that lead them to express all their feelings and emotions. Thus, it is understood that all their representations about the world and the understanding of everything they have created are responsible for transforming their process of formation as a subject. Therefore, it is believed that the playful practice inserted in the children's educational process is of great relevance, not only for their full formation, but also for their intellectual development. With this in mind, a theoretical-bibliographical study was carried out using concepts from authors who are experts in the subject in question, with the purpose of understanding more carefully and efficiently the importance of playfulness for the teaching-learning process, as well as how it is used in children's learning, aiming for meaningful learning.

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INTRODUCTION

The playful proposal presented in this work is justified by the fact that educational practices within the school environment are not bringing fruitful results for children's learning, which implies a change in strategy in which the activities chosen within the classroom are revealed to be diverse and enjoyable, aiming beyond learning to implement a teaching mechanism that continues to motivate and challenge students daily.

This article presents the continuation of a project carried out in an EJA class in the municipality of Atalaia do Norte with the theme "Games in Mathematics Education". Despite the importance of providing people with access to school and guaranteeing their rights, much still needs to be done. Especially when it comes to methodological practice, it can be said that there are many achievements, with several examples of professionals who began their studies in this teaching modality. The problem arose through observation and interaction with the students, as it was observed in this

work a deficiency in the learning of the class researched.

Through teaching experience and conversations with teachers and students about the subject of mathematics, a reflection arises in relation to the index in learning, thus the following problem was determined: What are the consequences of the application of playful games in mathematics education in EJA 1st segment? This is because in the teacher's practice there were many complaints from both teachers and students who insist on the old phrase that "the subject is very complicated and difficult to learn".

Although there are some professionals in the job market who have studied this teaching modality, much still needs to be done, because as in other areas of education, teaching and learning in mathematics also has a deficiency. Therefore, this research showed an interest in a detailed study regarding the methodology applied in EJA.

By getting to know the team of teachers from the night shift at the Raimunda Galate Municipal School in 2019, it was possible to observe their daily lives in detail. Through conversations with students and teachers, some questions were raised about the issues that lead students to reject the subject. Thus, the interest arose in seeking more information about this problem, since most of them consider this subject as the most complicated.

The interest in choosing this topic is justified by the high number of rejections and the opportunity to seek probable positive results that may contribute to teaching. Its relevance is due to the search for tools that can directly interfere in increasing academic performance and also to be able to contribute to teachers of the subject.

It will be extremely important for everyone, since the young people involved in it are part of the community, as the subject only teaches concepts and formulas, but transforms thinking and stimulates creativity beyond school. It will also be useful for mathematics academics and researchers who may be interested in the subject and want more information.

complementary to their work.

1. Playfulness as a teaching methodology in Youth and Adult Education

According to LDB 9394/96, EJA education “includes free elementary and high school education for all who have not completed their studies at the appropriate age.” According to the administrator, the students who seek out the school are people who present the profile mentioned in the previous document. And each one has a peculiarity that the school must observe. And for the analysis with these subjects, the game was used as a support tool, the PCNs (1998 apud Reis 2013, p.6) emphasize that:

Games are an interesting way of proposing problems, as they allow them to be presented in an attractive way and encourage creativity in developing resolution strategies and finding solutions. (BRASIL, 1998, p.46).

Like this this basis he was fundamental to all the development of this research to ensure the functionality of this methodology. The school has been paying attention to this issue of playfulness for some years, especially how it positively integrates this strategy and its application for these students who seek to make up for lost years.

And it has been discussed for a long time by teachers and researchers in the search for improving the performance of these students. And this happened because the method used in schools that serve this public is still identical to those practiced by teachers in regular schools.

Since adults already have a wealth of knowledge, unlike a child, for example, this fact interferes with learning, this is because we must take advantage of the knowledge they already have to build a new path to knowledge.

Everyday classroom practice requires teachers to excel, especially in mathematics. Games, which have already been consolidated as a teaching support method, need to be useful, because according to some

reports, there was no benefit when used. For there to be learning, the teacher needs to know how to lead towards this objective. In this sense, Grando (2008, p.86) warns:

The teacher must clarify doubts, question strategies and decisions, request justifications for their moves, observe needs and propose challenges, encourage oral expression, systematize and observe organization, interest, records, check whether students make predictions or recognize their mistakes in moves, use paper and pencil.

There are many criteria that guide the game so that it interferes in learning, considering the peculiarities of the class. There is no single way to teach, so it needs to be adapted to the class, especially in EJA, since sometimes tiredness is the reason for a dropout.

In this sense, playfulness becomes an attraction to this stimulus, as it can be noted that official documents mention playful games in the teaching of mathematics, these being a tool in strategies for students.

Researchers in the field of mathematics are always looking for solutions to certain problems, in this case the game becomes an object of study through which they try to understand its applicability in the discipline. With this, Reis (2013, p.5) adds that:

By using games, students strive to overcome obstacles, both cognitive and emotional, and if they are motivated, they become more mentally active. Since the game is free from pressure and assessments, there is greater learning.

The author's arguments take us to EJA students, regarding performance in mathematical learning. Where every day the teacher needs to use stimulus strategies in view of the complaints of the work day, since learning depends greatly on well-being, Rossini (2005) apud Reis (2013, p.8) further reinforces, "the teacher who pollinates minds and souls creates conditions to stimulate students' creativity. In addition to security, he/she gives the psychological freedom necessary for the creative process".

Therefore, it is necessary for classes to be diversified so that there is satisfactory use for both the student and the teacher, “the game provides us with the experience of success, as it is meaningful, enabling self-discovery, assimilation and integration with the world through relationships and experiences” (KISHIMOTO 1999 apud Reis 2013, p. 6) therefore, for there to be this awakening for study, it is necessary to know how to use this tool appropriately, only then can results be achieved that can reflect what the cited authors defend.

Another important factor is the solidarity that must exist among students, because both need share between if yours knowledge, since the interaction explores several skills inherent to their training, since in this work it is expected that playfulness and its emotion can awaken in everyone the pleasure for their studies, “to the extent that we are motivated by feelings of enthusiasm and pleasure in what we do, or even by an ideal degree of anxiety, these feelings lead us to achievements”. (ROSSINI, 2005 apud Reis 2013 p. 7), and it is with this thought that we hope to emerge in students, with motivation being the foundation that is sought in this journey to improve our teaching.

FINAL CONSIDERATIONS

Considering the considerations recorded here, it is understood that recreational activities, attached to the literacy method for students in the initial years of Elementary Education in EJA, contribute immensely to providing higher quality education.

In this way, the suggestion of teaching with individualized pedagogical exercises, through play, cushions the probable flaws that may exist in the method of obtaining new learning, helping the student to identify himself as an active individual in the environment in which he lives, encompassing the social use of reading and also that of writing in his daily school and family life.

Through reading this article, it was also understood that educators need to have broad knowledge that play contributes greatly to the literacy and literacy method, however, they still need to worry about systematizing the contents in different ways so that this procedure can be carried out.

In short, by reading this article, it became possible to discuss and verify more accurately how much play contributes to educators, facilitating the development of the daily routine of literacy and literacy, considering that play cannot be seen as a simple new suggestion in Education, but rather as a resource that is here to stay and is being used over time, according to history itself, showing that the learning method, guided by playfulness, adapts to the child the ability to create and even recreate new learning, through the use of games and play in classrooms.

This work, which involved mathematical education, more precisely the learning of the research subjects, despite resistance from some, was quite fruitful and contributed to the improvement and quality of teaching. And this was possible through the game, which required concentration and commitment in its execution, where there was use and learning in solving calculations involving addition and subtraction.

The methodology that was tested in this research proved to be effective in the conditions that were presented, as it allowed for an unprecedented level of involvement in the class, reinforcing that playfulness is a tool that helps the mathematics teacher to win over students, making them realize that mathematics can be taught in a pleasurable way, making teaching more dynamic.

And the results seen in this work, it can be stated that EJA students can reach other levels in education given the various factors, including the stimulus and motivation that were observed during the carrying out of the activities, the game served as a link between the

demotivation and the pleasure of studying, making this method a means to achieve the necessary learning. It is the game ceasing to be a childish game and becoming a fundamental playful material in supporting teaching.

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