



Conceptualizing Playfulness for pedagogical work in the classroom

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SUMMARY

about “

Master's degree that addresses

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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". The Brazilian educational system has worked hard to insert playfulness into the school environment as a relevant mechanism for teaching and learning, believing that for satisfactory and meaningful learning, the harmony between pleasure and knowledge is essential, so that students are increasingly motivated to take part in the activities proposed in the classroom. Therefore, the path that we intend to



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Take with the aim of building this work tries to elucidate, in turn, how playful practice contributes to the process of formation of children in the initial grades. Furthermore, we seek to highlight the importance of playful practice as a support mechanism for fruitful teaching and learning, as well as the appropriate way to use it in EJA classes in the initial grades. To discuss this panorama, 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.

Keywords: Playfulness. Concept. Classroom.

INTRODUCTION

Playfulness has been highlighted as a highly relevant and effective mechanism for the teaching-learning process, especially in Early Childhood Education, as it is a phase in which the child is beginning his/her educational journey and needs to learn through enjoyable pedagogical strategies capable of arousing his/her curiosity. Thus, it is understood that learning that allows the child to play and feel pleasure while assimilating the proposed content is essential for the success of the entire process.

Therefore, there is no doubt that playfulness is an essential mechanism for effective teaching and learning, since it is through play that the subject, in this case the child, can develop his or her skills and competencies in a pleasurable and engaging way, feeling a little more motivated each day to continue learning. Luckesi (1998), in turn, explains that playful activity is that which gives fulfillment and, therefore, pleasure to the human being, whether as an exercise, as a symbolic game, or as a game of rules. Games present multiple possibilities for interaction with oneself and with others.

Given this premise, it is emphasized that the teacher, as responsible for the full education of his students, must above all be prepared to assume the commitment of promoting teaching-learning strategies in his classes through playful practices, which bring with them countless benefits for those who seek a quality Education.

1. Conceptualizing Play for pedagogical work in the classroom

Playful practices, when used as learning mechanisms, have a great influence on the development of both the affective and cognitive aspects of the child. Thus, in addition to expanding their skills and competencies, they also help in the process of competitiveness and physical stimulation in a pleasurable way.

When children play, they interact with other children and, through this practice, acquire experiences that are essential for their development as subjects in society. Therefore, it is clear that learning through playful strategies not only develops the learner's intellectual skills but also serves as a facilitator for effective and enjoyable teaching practice.

Pires (2008), in his considerations, asserts that:

Through playful activities, such as games, songs, etc., children learn to reflect on their own actions and those of adults, experience new situations and create solutions to the challenges of their daily lives. Lima (1992) tells us that play is the form of human activity that is most prevalent in childhood and its use promotes the development of psychological processes and physical movements, leading to knowledge of one's own body, language, socialization and the learning of content in specific areas. (PIRES, 2008, p. 03).

It is no news to adults, especially teachers, that play is a very attractive and engaging practice for children, in general, which further strengthens the importance of working with play within the school environment as a learning mechanism capable of contributing to cognitive development and the acquisition of knowledge essential to the subject's life.

Therefore, it is up to the teacher to work effectively so that playful practice is a constant within the classroom environment, promoting activities that are part of the school curriculum in accordance with the objectives sought in planning through playful strategies for learning with meaning and significance.

It is important to clarify that playfulness, as mentioned a lot in this work, is not limited to just acquiring knowledge in a pleasurable way.

It goes much further, because, as we already know, from a young age, children maintain a very intense bond with playing, which in turn enhances their entire learning process, as well as the construction of their own autonomy and gaining more confidence to make their own decisions.

While playing with friends, children develop numerous skills and abilities, including the way they communicate with others, their ability to use their imagination, the development of fantasy and the ability to create new things while playing.

Taking Aragão's (2007) notes as a reference, it is clear that:

Playfulness exerts a great fascination, since it is inherent to human beings. And what is better, their joyful side refers to the moments when they are happy. Playfulness can manifest itself through games that can be strategy games, when we talk about games; imagination games, when we talk about stories; and dramatization or construction, when we talk about crafts (2007, p. 62).

Given the above, the importance of playful practices for the formation of the individual becomes evident, since it is through play that children develop knowledge essential to their life in society, creating real-life situations while playing and learning the contents that make up the school curriculum, a very valuable teaching-learning mechanism that should be used by all schools that are concerned not only with the formation of their learners, but with the quality of the education they intend to promote.

Playfulness needs to be understood as a teaching model that complements learning in a fun and engaging way, providing the student, in this case the child, with a comprehensive training process that promotes respect, exchange between peers and contributes

for the development of children's affective and emotional aspects, essential for life in society.

Vygotsky (1988), in the midst of his concepts, clarifies that:

It is as if it were larger than it actually is. As in the focus of a magnifying glass, the toy contains all the developmental tendencies in a condensed form, being itself a great source of development. Despite the toy-development relationship, the toy provides a broad basic structure for changes in needs and consciousness (VIGOTSKY, 1988, p. 134).

Considering the considerations highlighted by the aforementioned author, it is discovered that when playfulness is present in the child's life through teaching proposals developed by the teacher in the classroom, their development process becomes more effective, since, when playing, they acquire essential knowledge so that they can apply it during their coexistence with the social environment, as well as cognitive development.

Therefore, it is essential that playfulness as a mechanism for effective and meaningful learning is valued within the educational environment with the purpose of providing children with quality education that makes sense and is in accordance with their reality, that is, that emphasizes playing for engaging learning.

FINAL CONSIDERATIONS

According to the notes stated by Piaget (1998) regarding play, it is understood that he qualifies it as a mechanism of great relevance for the child's life.

In its conception, the game is made up of a large number of gestures that are repeated throughout its practice, as well as movements performed by waving arms, emitting sounds, shaking objects, walking, running, jumping, among others.

It is known that games are part of every child's life, so even if they start in kindergarten and last until the age of two, they will still be part of their childhood journey until

adulthood.

On the other hand, it is discovered that from around two years of age to approximately six years of age, symbolic games come to the fore, which allow children to understand the rules, opening a path for them to interact with other children through make-believe games.

As time goes by, games with their own rules emerge, which become more widespread in society and are passed on from child to child, increasingly demonstrating their relevance and progress in society.

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