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THE IMPORTANCE OF PLAYING IN PRE- SCHOOL: SOME POSSIBILITIES FOR THE CONSTRUCTION OF KNOWLEDGE BY THE CHILD

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Abstract: This article addresses the importance of Play in preschool: Some possibilities for the construction of knowledge by the child. It seeks to value play in a pedagogical vision, in which the space of Early Childhood Education and Preschool became a space to play and rescue the joy of being able to experiment, discover, live and create. Aiming to show the need to create an environment that favors play and play, where the Preschool space facilitates the adaptation and socialization of the child. The methodology used for the study was a review of already written works, being a bibliographic review. Citations from documents such as the National Curricular Reference for Early Childhood Education (1998), authors such as Freire (1996), Rinald (2002), Piaget (1975), Vygotsky (1998), among others, were used. It is concluded that playing and ludic are of fundamental importance in children's training, as well as educators, must promote learning spaces, such as recreation, music, art and affection that are present and that moments of pleasure can be created.

Keywords: Playful. Pre school; To play.

INTRODUCTION

The present work approaches the meaning and the value of the play in a pedagogical vision, in which the space of Infantile Education and Preschool became a space to play and to rescue the joy of being able to experiment, discover, live and create, having as theme the Importance of play in preschool: some possibilities for the construction of knowledge by the child. This work aims to show the need to create an environment that favors playing, where the Preschool space facilitates the child's adaptation and socialization.

Based on the above, the hypothesis to be investigated will be that pedagogical play presents itself as a fundamental importance for child development, because while playing the child develops and integrates all aspects:

motor, cognitive, affective and cultural. Despite the existence of publications on the aspect of playing, toys and ludic activities as an essential resource in childhood and which allows for pedagogical work to produce knowledge, it will be approached here, from a pedagogical point of view.

The games became objectives of study among theorists who dedicated their research to mental representations. This starts from the first half of the 20th century. Then came the contributions of authors such as Piaget, Vygotsky, Snyders, Scarp, Almeida, Brougère, Batista and many others that show the importance and value of play in child development and in the acquisition of knowledge.

Play favors the child's self-esteem, helping him to progressively overcome his acquisitions in a creative way. Playing games, toys, in short, playing contributed to the internalization of certain adult models within different social groups.

ASPECTS OF PLAYING IN PRE-SCHOOL

According to Freire (1996, p. 160), "joy does not come only to the finding, but is part of the search process. And teaching and learning cannot take place outside of the search, outside of beauty and joy".

Through play, the child develops important skills such as: socialization, creativity, memorization, imagination and maturation. Play is of fundamental importance for child development as the child can transform and produce new meanings. In situations, when the child is still very young and highly stimulated, it is possible to observe the break with the subordination to the object, giving it a new meaning, which expresses its active character, in the course of its own development.

[...] In short, the child must be offered the opportunity to be stimulated and motivated,

at the convenient time, and respect the time necessary for them to mature and, therefore, allow such a remarkable acquisition as reading and writing, occurs when the child is ready to acquire, with interest and success. Therefore, preschool is a powerful socializer and educator, leading the child to develop their creativity, also promoting a general balance (BORGES, 1987, p. 3).

For professionals in the field of education, playing must be another instrument for evaluating the child's pedagogical development, because through games they can be observed and, discovering their problems, their barriers or not, only analyzing their behavior. The author concluded that the child's development through play:

The child learns to live, to bear frustrations, to develop skills, by playing. In a Playful Space, everything is conducive for these skills to develop and the child can build the adult who will be harmoniously (PINTO, 2003, p. 107).

When talking about learning, the author's quote is understood as a playful aspect that can transform into something of impact, since when the child starts his school life, the 'new' environment must be welcoming, have a pleasant look, and it is well known that the first impression is the last; therefore, designed walls, flower gardens and fragrant trees are not enough, the attitude of the adults who will receive the child is very important, they need to feel accepted and develop trust in the professionals and in the environment, so that the group's purposes can be suggested., as well as the limits. Therefore, from the beginning it is important that games and toys are present, functioning as an instrument for the child's adaptation to school.

Piaget already affirms that the environment is the physical and social environment where the human being is born and lives. "The human being, from birth, is submerged in a social environment that acts on him in the

same way as the physical environment” (Pinto, 2003, p. 110). Based on this statement, we can also highlight the importance of Play in the cultural formation of the child.

There is a time to play in circles, listen to music, watch movies, everything is organized in a prepared space, even though it is not a cozy environment. This way Rinaldi states that:

The school environment must be a place that welcomes the individual and the group, which encourages action and reflection. A school or a day care center is first and foremost a system of relationships in which children and adults are not only formally introduced to organizations, which are a form of our culture, but also the possibility, of creating a culture [...] It is essential to create a school or day care where all members feel welcomed, a place that opens space for relationships (RINALDI, 2002, p. 77).

Thus, the space acts as a mediator in the process of acquiring cultural goods, and its reorganization in schools means creating possibilities for expanding the culture, as well as strengthening the child-educator and child-child relationship.

Snyders (1988) defends joy in school, seeing it not only as necessary, but as possible. Studies show that through playful activities, the student explores his creativity much more, improves his conduct in the teaching-learning process and his self-esteem. The creative individual is an important element for the effective functioning of society, as it is he who makes discoveries, invents and promotes changes.

Working with the ludic means rethinking the pedagogical practice, its space, its way of dealing with content and the world of information. It means rethinking learning as a global process, knowing its reality and intervening. This is not an attractive technique for conveying subject content to students. It

actually means a change in posture, a way of rethinking pedagogical practice and the theories that support it.

According to Gallahue and Ozmun (2001) the school is often the space where, for the first time, children experience group situations and are no longer the center of attention, and the experiences lived in this phase will provide the basis for a healthy development for the rest of your life.

The ludic allows dealing with the safe and the uncertain, fear and courage, loss and gain, pleasure and displeasure, the serious and the comic; it is an opportunity to teach and learn about life, often outlined as a great game in which, as in all others, objectives, rules and roles are present.

Although with different emphases, all theories of play and play, from the classics to the most recent, point to the importance of play as a privileged means of expression and child learning, recognizing that there is nothing significant in the structuring and development of a child who does not go through playing (RODULFO, 1990 apud SCHWARTZ, 2004, p. 04).

Schwartz (2004) explains the importance for the utilitarian and pedagogical use of recreational activities, as they are resources that help to achieve other goals, outside and beyond them, such as learning beyond creativity and pleasure. It is essential that the classroom becomes an environment of exploration, creation, disengagement, duty, freedom. “That’s not how you play” (*ibidem*, p. 06). Playing with fantasy, the student builds the present by reliving the past (prior knowledge) and projecting the future, moving between the imaginary and the real world.

After the family, the school is a privileged space for the student to learn to socialize, playing with rules. Games are rules and create rules, as recognized by Piaget (1975) cited by the author Schwartz (2004), it is the playful activity of the socializing being, when

free, he is.

For Feijó (1992 apud Schwartz, 2004) playfulness is a basic need of the personality, body and mind, it is part of the essential activities of human dynamics. Thus, it is important for the teacher to discover and work on the playful dimension that exists in its essence, in its cultural path, in order to improve its pedagogical practice.

Marcellino (1997) defends the reintroduction of recreational activities at school, as it is the right of the child/student. This author's proposal leads us to think about an educational action that considers the relationship between school, leisure and the educational process as one of the paths to be followed in search of a different future. Therefore, the presence of games, toys, recreational activities in schools, during class times, as educational techniques and as a pedagogical process in the presentation of content is seen as positive.

The school, by valuing recreational activities, subsidizes the child in the formation of a good concept of the world, in which affection is welcomed, sociability is experienced, creativity is stimulated and the rights of the child/student are respected. Thus, work based on playfulness opens ways to involve teacher and students in an interactionist proposal, providing opportunities for each one to perform according to his or her own potential.

Ludic activities and games permeate freedom of action, inner drive, naturalness and, consequently, pleasure that are rarely found in other school activities. Therefore, they need to be studied by educators in order to be able to use them pedagogically as an additional alternative in the service of the integral development of the student.

In Scarpa's analysis (2006), playfulness is essential for a school that aims not only at pedagogical success, but also at the formation of citizens, because the immediate

consequence of this educational action is learning in all social, cognitive, relational dimensions. it's personal.

For Ronca and Terzi (1995),

The playful movement provides an understanding of the limits and possibilities of the child's assimilation of new knowledge. This situation "[...] develops the symbolic function and language, and works with the existing limits between the imaginary and the concrete and gets to know and interpret the phenomena around them" (RONCA E TERZI, 1995, p. 96).

When questioning the possibilities of play, Brougère, (2004, p. 91), states that "playing is good because pure nature, represented by the child, is good. Making play a pedagogical support is to follow nature". Associating play with culture, the author suggests that play is a mutation of meaning, of reality: things become other, according to rules created by circumstance, it is not a specific behavior, but the situation in which this behavior takes a specific meaning; this way, the game appears as a system of decision succession, because, in order to play, there is an agreement for the construction of rules, for example, in symbolic games, which presuppose an agreement on roles and acts.

From the moment the child develops a sense of responsibility, the educator starts to be seen as a systematizing advisor who is there to conduct learning and not just to order and evaluate, so in addition to developing learning, responsibility, the child develops the much-idealized trust in the teacher. This trust will feed respect and the educator will no longer have problems with discipline and use of class or time.

Play is a social space that spontaneously causes social learning. However, Brougère (2004) states that a precise pedagogical program cannot be based on play, because those who play can avoid what they do not like, so what can the educator do? For

Brougère (2004) *children do not play on a desert island*, they play with what they have in their hands and what they have in their head, so toys guide the play, but do not condition the child, and the educator must then build an environment that encourages play based on the desired results.

It is important to highlight that playing and sport at this stage are still an activity of fundamental importance and it is worth remembering that in addition to theoretical and physical exercises, there are other very representative activities that now take organized forms that actually exercise social functions, as they are characterized as pedagogical tools intended for the educational formation of the child.

When we talk about play, it means that it is a childish language, because in the act of playing, signs, gestures, objects and spaces mean and are worth different things from what they appear to be. When children play, they recreate and rethink the events that gave rise to them, knowing that they are playing.

PLAYFUL ACTIVITIES AND THEIR CONTRIBUTION

The child's world is different from the adult's world, because in it there is fantasy, enchantment and make-believe. It is through their games that the child will get to know himself and will have the opportunity to constitute himself socially. She will be able to express the different impressions experienced in her family and social context, through the spontaneity of playing.

Learning through playful activity, depending on the theoretical framework in which the pedagogue works, allows him to expand the theories of children's play, not only of development and learning, but also of the child's emotional diagnosis. The National Curriculum Framework for Early Childhood Education concludes that it is in

social interaction that children have their own language to understand and see the world (BRASIL, 1998). It is observed that the child has his own will, his pre-formed opinion of something that has already been experienced. When she arrives at a teaching unit, the educator must provide situations that will identify this pre - knowledge.

According to the Curriculum Framework for Early Childhood Education,

Educating, therefore, means providing care situations, games and learning oriented in an integrated way and that can contribute to the development of children's abilities of interpersonal relationship, of being and being with others in a basic attitude of acceptance, respect and trust, and children's access to broader knowledge of social and cultural reality. (BRAZIL, 1998, p. 23),

According to Brougère's (2004) conception, play is seen as a learned activity, he attributes to play the result of inter-individual relationships, which presupposes social learning, complementing that "playing is not an internal dynamic of the individual, but an activity endowed with a precise social meaning which, like others, needs learning".

The development of the ability to relate depends, among other things, on the opportunity to interact with children of the same or different ages in different situations. It is up to the teacher to promote individual or group activities, respecting differences and encouraging exchange between children (BRASIL; 1998, p. 32).

Vygotsky (1998) says that, when playing and creating an imaginary situation, the child assumes different roles: he can become an adult, another child, an animal, a hero; can change her behavior, act and behave as if she were older than she really is, because when playing the role of "mother", she will follow rules of maternal behavior. It is in the toy that the child manages to go beyond his usual behavior, acting at a higher level than what he

actually finds himself.

To play is, therefore, an internal activity for children, based on the development of imagination and on the interpretation of reality without being an illusion or a lie. They also become the author of their roles, choosing, elaborating and putting into practice their fantasies and knowledge, without the direct intervention of the adult, being able to think and solve problems free from the situational pressures of immediate reality (BRASIL; 1998, p. 23).

Given these statements, when classes are dynamic that involve games, games, or any material that holds the student's attention, it awakens in him the desire to be inside the classroom. It is when the teacher must always continue researching, informing himself, looking for ways to teach/learn and learn/teach, knowledge will be built. The educator must be conscious in his mission of content organization, being a facilitator of the children's action, thus enabling the practice of play.

In games and spontaneous games, conversation is also usually present. In addition to these moments, it is recommended that the teacher welcome conversations also during more systematic activities, such as making a collage, drawing, writing a text or reading a book. Sharing your doubts with others, expressing your anxieties, communicating your discoveries, are actions that favor learning (BRASIL; 1998, p. 43).

It appears that while children play, they are dealing with sensations and perceptions of their reality, working with them in a playful way to become accepted and understood among themselves, that is, in the group. In the toy, she projects her unconscious developing creativity, imagination, motor skills and sociability, as well as releasing her emotions and preparing for the roles of adult life.

For Sabini (apud KISHIMOTO, 2001), games and play stimulate the child to develop

relevant skills, such as attention, imitation, memory, imagination, thus favoring socialization through interaction, use and of experimenting with rules and roles.

In all theoretical conceptions related to child development, play appears as an important resource in the construction of knowledge and integral development of the child. Almeida (2003) points out:

Playful education contributes and influences the formation of children, enabling healthy growth, permanent enrichment, integrating with the highest democratic spirit while investing in a serious production of knowledge. Its practice requires frank, creative, free, critical participation, promoting social interaction and bearing in mind the strong commitment to transforming and modifying the environment (ALMEIDA, 2003, p. 41).

Inside the classroom there are some concepts that must be observed such as: actions have no meaning, except in the exercises of the sensorimotor period. Meaning must be given to the proposed activities, this meaning belongs to the work unit, because there is no cut for cut, drawing for drawing.

The basic actions are the activities that the child must do daily at school. Each child has their own time for the duration of each activity. A 2/3-year-old child has little concentration, so it is inappropriate to require more than 15 minutes in an activity, whereas children aged 4, 5 and 6 can spend up to 20 minutes in each activity. The child's concentration and interest are the best indicator of activity duration. (ALMEIDA, 2003).

In literacy, it is not possible to dedicate all the school time to this activity (reading), even because it is a mere *know-how* easily learned when other aspects of intelligence have developed well. Reading is part of the semiotic function, but not the entirety of it. Dramatizing or drawing is just as important as learning to read. (BATISTA, 2008, p. 52-53).

Oliveira (2005, p. 150) says that through play the young child excites a nascent capacity, how the world represents them and to distinguish between people made possible especially by make-believe and alternation games, respectively. In play, the child begins to realize the importance of imagining and living the other, so playing begins to better understand the objects that are around him.

On this subject Abramowicz (1999, p. 57) emphasizes that play is a social activity that depends on rules of coexistence and imaginary rules that are discussed and negotiated incessantly by children who play. It is an imaginative and interpretive activity.

Playing is a moment only for the child to imagine and build their play and socializing with others and interacting as a whole. Playing allows the construction of new environments for socialization among those who are playing in it and a symbolic form with gestures and postures that allows the interaction of teachers with the child and he with his colleagues as well as the relationship with the family involved in the environment. which your child is what is important for the child's development and learning.

Oliveira (2005) states that:

Creative action, in turn, needs imagination, which depends on the rich and varied previous experience and develops especially through symbolic play. The creativity thus made possible would provide conditions for the individual to build himself in an environment in continuous change, in which there is constant recreation of meanings. (OLIVEIRA, 2005, p. 145).

For this to happen, the teacher specializes in seeking new forms of play, activities and meaningful learning for the entire classroom, considering that the teacher is also a learner, constantly learning with his students or children.

Considering that these resources arouse in the student a greater desire to practice

the proposed activities, this is the opportune moment for systematic learning and makes it easier for the educator to put into practice their pedagogical strategies that will provide the necessary foundation for the forwarding of the school day.

FINAL CONSIDERATIONS

From the data obtained in this study, it was possible to verify the value of games, toys and play for children at an educational and social level. From this theoretical framework, he realized that with the work of recreational activities, they stimulate social and educational development through the acquisition of essential values for the constitution of the child's character. Likewise, the fact that games improve the child's social life emerged, as well as being of great help in the learning process. The variety of cultural elements present in play makes it become an educational element that is extremely evident in people's daily lives, which makes it a powerful instrument for disseminating ideas and shaping behaviors.

Learning can be absorbed by the student through playful activities, stimulating part of the brain, responsible for different learning, causing a huge sensation of pleasure to those who perform it. Some educators would like the playful practice to be reconciled with other ways of teaching, as well as educators they would release their own creative capacity, which helps the educational practice of the student with its development mediated by significant actions. For the stages of knowledge construction to occur, stimulation through games, toys and games is important, as the child feels pleasure in playing. Through them the child comes to know himself and the roles of other people in society.

It is also noticed that the space transmits sensations, passes security and constitutes multiple affective, cognitive and social relationships, which are instruments of

fundamental importance for the harmonious development of the student. It is up to the educator to make use of the ludic and create pleasant moments of learning in the classroom that establish greater teaching/learning satisfaction.

The child is, above all, a being made to play. The game, here is an artifice that nature has found to lead the child to employ an activity useful to their physical and mental development. Let's use this artifice a little more, let's place teaching more at the child's level, making their natural instincts allies and not enemies.

It is observed that play is essential for a school that aims not only at pedagogical success, but also at the formation of citizens, because the immediate consequence of this educational action is learning in all dimensions: social, cognitive, relational and personal. The pedagogical view addressed showed that without toys in children's education they will not have enthusiasm to better develop their knowledge. Children must have the freedom to express themselves, but at the same time reconcile education and play, creating a bond between the two.

The educator must put himself in the place of the student and with this exchange of roles, they could perceive that children show desires and interests in learning, and present learning activities linked to play, learning and the use of play as mediators of pedagogical practice, provide pleasant and educational moments, involving a lot of sensitivity for both. It is also noticed that the space transmits sensations, passes security and constitutes multiple affective, cognitive and social relationships, which are instruments of fundamental importance for the harmonious development of the student.

The educator in his activities must be attentive to the contents, as well as to the affective relationships developed by the

students. For this, it is necessary that the same deprives himself of his authoritarian and distant condition, participating with the children in their games without fear of seeing his role threatened, opening space for the relationship of the importance of this moment for the child development.

It is concluded that play is of fundamental importance in children's training, as well as educators, must promote learning spaces, such as recreation, music, art and affection that are present and that moments of pleasure can be created. Thus, learning can be absorbed by the student through these activities, stimulating part of the brain, responsible for different learning, causing a huge sensation of pleasure to those who perform it.

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