Working the reading in a playful way in the early years

Trabalhando a leitura de forma lúdica nos anos iniciais

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ABSTRACT
Through this scientific article, aims to collect data that demonstrate the importance of playful activities in literacy, since games and games are essential in the construction of meaningful learning and this in any school phase. It is intended to prove that the use of games and games in the classroom contributes to the formation of social attitudes such as mutual respect, cooperation, social relationship and interaction, assisting in the construction of knowledge. It is known that the child is characterized mainly by his creativity, by the fascination of discoveries, of different activities and situations, in short, he has extreme interest in the new, for the palpable and for everything that is in the concrete. Thus the learning process in literacy and literacy becomes pleasurable, easy and dynamic.

Keywords: Alfabetization. Literacy. Ludic. Apprenticeship. Pleasurable.

RESUMO
Através deste artigo científico, objetiva coletar dados que demonstrassem a importância das atividades lúdicas na alfabetização, visto que jogos e brincadeiras são, essencial na construção de uma aprendizagem significativa e isso em qualquer fase escolar. Pretende-se comprovar que a utilização de jogos e brincadeiras em sala de aula contribui para formação de atitudes sociais como respeito mútuo, cooperação, relação social e interação, auxiliando na construção do conhecimento. Sabe-se que a criança caracteriza-se principalmente pela sua criatividade, pelo fascínio das descobertas, das atividades e situações diferentes, enfim, possui extremo interesse pelo novo, pelo palpável e por tudo o que é no concreto. Assim o processo de aprendizagem na alfabetização e letramento torna-se prazeroso, fácil e dinâmico.

1 INTRODUCTION

The aim of this research is to verify the importance of play within the literacy and literacy process. The games, which for a long time were part of the didactics of great educators of the past, today emerge as an absolute and indispensable need in the educational process. Playing will not be approached by playing, but playing from a pedagogical perspective. Almeida (1978) states that games should not be ends, but means to achieve goals. These should be applied for educational benefit.

Also, it will be analyzed how the teacher should plan a pedagogical practice that optimizes and facilitates the inclusion of the game and play in school, taking into account the double aspect of serving the child's development as an individual and the construction of knowledge, which are strongly interconnected.

Such processes allow, through mediation, the most varied situations so that the learning of the student is significant, understanding their reality, as well as the possibility of achieving successes in the process of literacy and literacy.

2 METHODOLOGY

The terms Literacy and Literacy are concepts that have been part of numerous studies and discourses on Education nowadays. Increasingly, it is perceived the need to insert them in the pedagogical practices of teachers in general, focusing on quality education for all.

The child's life is a succession of learning experiences acquired by herself, when she has the opportunity to interact. Upon arriving at school, she brings with her endless experiences and accumulated knowledge, conquered through visual exploration, auditory, games, games, conversations, walks, contacts, toys, which will influence the learning process.

In the process of learning reading and writing, the child faces a world full of attractions (letters, words, phrases, texts) and will engage in this world much more easily if he can participate fully in it and if the process is transformed into a great playful act (participatory, intelligent, pleasurable), as opposed to the technical act (static, repetitive, mechanical) very specific to schools. Therefore, it is perceived the need to relate the process of literacy with the playful, in the form of games and games, which arouse interest and snatch the attention of children, making this process full of meaning.

Literacy is no longer alone. Today the proposal is literacy literacy. About this, the pedagogical notebook of pro-literacy says:“while the child becomes familiar with the
Alphabetical Writing System, so that she will understand it and use it with resourcefulness, she already participates in school, reading and writing practices, I am, still beginning to be literate, she can and should read and write, even if it does not master the working particularities of writing."

It is impossible not to realize the importance that has been being given, on an increasingly increasing scale, to the world of symbols. Everywhere, at all times, we are surrounded by information expressed through letters, numbers, signs, drawings, maps. Therefore, to perform from the simplest daily activities to the most complex, it is necessary to read, interpret, understand, write with autonomy.

Therefore, we have no doubt that in school, an important literacy agency, first "[...] it is necessary to recognize that literacy – understood as the acquisition of the conventional writing system – is distinguished from literacy – understood as the development of behaviors and skills of competent use of reading and writing in social practices [...]" (SOARES, 2004, p.20). In addition, it is relevant to understand that it is important to go far beyond the mastery of written code. Our challenge is to "literacy literacy, or literacy literacy, by the integration and articulation of the various facets of the initial learning process of written language [...]" (SOARES, 2004, p.22).

Literacy and play are inseparable. The playful environment is the most conducive to learning and produces true internalization of literacy and literacy. Playing pedagogically should be included in the day-to-day life of children. Thus, the development of cognitive, motor, affective, ethical, aesthetic, interpersonal relationship and social insertion and the specific learning of literacy will be provided. When playing, the child has the possibility to know his own body, the physical and social space. Playing, the child has the opportunity to learn concepts, rules, norms, values and also conceptual, athenalysal contents and procedures in the most diverse forms of knowledge.

The playful favors the child's self-esteem and the interaction of their peers, providing learning situations and development of their cognitive abilities. It is a path that leads children to new discoveries, revealing hidden secrets thus exploring an unknown world. The child playing all the time and all the time. That's why the food, the pencil, the shoes, everything becomes a toy. When you are without any objects your body becomes a toy. Playing is an activity proper to the child, so it moves and positions itself before the world in which it lives. In literacy and literacy she does not play by playing, she plays with purposes and with a pedagogical look.

With playful challenges, teachers stimulate thought, develop intelligence, causing the child to reach levels of development that only interest can provoke. Literacy and
literacy happen continuously in the child's life and, when the playful is present in educational practices, in learning activities, in the moments of freest activities, it awakens the child to the pleasure of being in school and learning. Thus, they create a space of experimentation and discovery of new paths in a joyful, dynamic and creative way.

This way of learning helps in the preparation for adulthood, because it develops intellectual functions and develops its potentialities. Vygotsky (1987) states that in play "the child behaves beyond the usual behavior of his age, in addition to his daily behavior; in the toy, it is as if it were greater than it actually is" (p. 117). While the child plays, expands his body capacity, explores perceptions and, above all, develops and stimulates reasoning and concentration, fundamental factors for learning. Laugh, accept limits, organize a task, concentrate, dispute, be attentive, feel cold in the belly, reason, think, laugh, compete with others and with yourself, be curious, have pleasure, cooperate, discover yourself in the relationship with others, be agile, be surprised by the attitude of the other, get emotional. It is difficult to exhaust the wealth of contributions that games and games can bring to the human development of small beings, young people or adults.

The playful enriches the vocabulary, increases logical reasoning and leads the child to advance in his hypotheses. In this way, it develops the process of teaching learning, whether literate and in a fun and dynamic way. Recreational activities are essential for fun and successful learning. The pedagogical notebook of pro-literacy says that "games promote skills in phonological exercise, exploration and mastery of sound-spelling relations, leading to advances in reading and writing". In situations of playing, playing, students share their findings with their peers and thus learn to read and write.

The role of the teacher in the face of the challenge of ludicity in literacy and literacy. In the day-to-day life of the teacher in the classroom, it is necessary to look for new ways to make teaching stimulating and effective. In the Pro-literacy notebook, (p. 6) he says that "stimulating teaching combines pleasure and fun with learning". Therefore, it is necessary to create teaching-learning situations enabling a work with playful dimensions inside and outside the classroom.

When the child is motivated by pleasure, he becomes more easily involved in activities and, consequently, is available to learn. The pro-literacy notebook (p. 6) points out that "games and games promote both the appropriation of the alphabetic writing system and the practices of reading, writing and meaningful oralities". It is necessary to apply strategic in a playful way, whether through games, the rhythm of a song, poetry, rhymes or the involvement of the class in the elaboration of activities.
The games need to be in the teacher's planning and he must motivate his students in creating new games. Recreational activities help in literacy and literacy, but need to reach students with planning and strategies. It's not just giving the game and let the students play their way. The pedagogical notebook of pro-literacy, (p. 35) states: "Pedagogical objectives should guide the use of playful activities in the literacy process: playing by playing can be fun, but does not necessarily contribute to the teaching-learning process."

The teacher needs to be attentive to the questions and solutions that the students propose and the moment of the playful activity is a space of great use for this. In this way, the teacher better visualizes the strategies and progress that each student is making. It is necessary to interact with students, directing them to learning. Negotiating with them the rules and familiarization of the game.

Each child has a great potential to learn, which leads them to internalize the learning thus taking advantage of the opportunities offered to them. In this way they build their learning, creating and recreating. It is necessary that teachers, in addition to having the knowledge, commitment, experience and identification with the task of literacy, continuously extend their knowledge about linguistics, psycholinguistics, sociolinguistics, psychology and beyond: that they propose to frequently rethink their practice, in order to pursue the goal of reaching all students, even if they have to use varied methods and strategies, however, with safety and well-defined intentions.

Reader, writer, mediator, observer, affective, researcher, flexible, studious, are without a doubt, some of the characteristics of a good literacy. For a teacher to introduce games in the day-to-day of his class or plan playful activities, he must believe that playing is essential in acquiring knowledge, developing sociability and building identity.

LITERACY: HISTORICAL DATA

The idea of literacy has now been more widespread than it was some time ago. It is known that the term was first employed by Mary Kato in her book titled "In the World of Writing", published in 1986. She was the same author who, in 1995, resumed the concept in another book entitled "Literacy and Literacy", giving margins for Angela Kleiman to avail herself of the term literacy, also releasing a book in 1995 entitled "The meanings of literacy". The term literacy arose due to the need to name a new situation that was able to learn reading and, also, writing, in a pedagogical exercise deattached from the traditional forms of teaching-learning, which implies the support to methods and
instruments more attentive to the current context of teaching, that is, it was necessary to let go of the usual trends of reading and writing, learning focused only on the coding and decoding of the writing system (SOARES, 2004).

In this context, it is valid to reiterate, based on the facts presented here, that the need to use this new concept with a broader meaning than that attributed to literacy occurred simultaneously in Brazil, and also in other countries in Europe and also in North America, although the United States and England, as highlighted by some studies, already knew about the word literacy (SOARES, 2004). Thus, it should be understood that the term literacy, however, is not dicionarized, however, an idea about what is, in fact, this process, can be found in the Contemporary Dictionary of the Portuguese Language of Caldas Aulete written in the last century, being the term, then, considered synonymous with "writing" and noun of the verb letter with the definition of "spell".

**HOW HAS LITERACY BEEN CURRENTLY THOUGHT?**

After understanding that it would be necessary to attribute a new concept to literacy, that is, to reading techniques, and also to writing, the concept attributed to what we now call literacy was expanded. Literacy is the term attributed to those who not only know how to read and write, but also cultivate and practice social practices through a community-built process, in which one shapes the other. In this sphere, we understand that teaching-learning exercises based on contact with reading and writing are fundamental for students to be able to interact through language in the most diverse everyday situations. Therefore, a new vision of literacy is constructed. Soares (2006, p. 25) thus comprises literacy:

Its current meaning came from the English version of the word "literacy", originating from the Latin "littera" (letter), with the suffix "cy", which denotes quality, condition, state, fact of being Therefore, literacy is the result of the action of "lettering" is the action of teaching and learning the practices of reading and writing. It is the state or condition that acquires a social group or an individual as a consequence of having appropriated writing and its social practices.

Thus, it is essential to understand that literacy comprises much more than reading and writing activities, that is, it is necessary to propose exercises that, in some way, evidence the active use of reading and writing techniques to build social practices, through the use of language, thus triggering useful skills.
LITERACY X LITERACY

Literacy means teaching the alphabet in order to provide the child (or adult) with the use of it as a communication code. Literacy is one of the first strategies to put the learner in contact with the most diverse cultural goods. In the 1970s, much of Brazilian society was illiterate, and thus there was little practice of reading and writing. Therefore, literacy was understood as a mere systematic of simple teaching that, at the time, seemed to be sufficient to consider a literate citizen. Many changes occurred in society, and at the end of the previous century, a great challenge was achieved: the reduction of illiteracy.

However, it is equally important to emphasize that, in the case of Brazil, some practices, until some time ago, emphasized that the learner was, in fact, literate, when this, for example, could locate and understand the information materialized in different textual formats, however, in other contexts, knowing how to sign the name meant to be literate. From the above, it becomes evident the need for a change in the teaching/learning process through literacy, because, thus, outdated and conservative ideas about the literacy of a child are avoided, which consisted of only decorating the code, being unable to understand and interpret the meaning of the texts.

The teacher should take some care to involve the student in the process of constructing writing, such as creating a literate environment, in which reading and writing are present even before the child can read and write conventionally; consider the children's previous knowledge, because, although small, they bring to school the knowledge that comes from life; participate with children in literacy practices, i.e., read and write with social function; using meaningful texts, because it is more interesting to interact with writing that has a meaning, is a challenge and gives pleasure; use real texts, which circulate in society, and use reading and writing as a form of interaction, for example, to inform, convince, solicit or thrill (BRASIL, 1998, p. 38).

When reflecting on literacy, it should be kept in mind that students will hardly learn, effectively, if repetitive and uninteresting exercises are proposed to them, and thus the focus should be on the absorption of knowledge about writing. In this context, theories about the practice of literacy do not turn only to the literate According to Vygotsky (1984), literacy is a historical process, and, as such, changes as the pedagogical instruments and methods aimed at literacy are transformed throughout history. It has been understood as a more sophisticated form of human behavior that encompasses aspects such as: active memory, problem solving, abstract reasoning, etc. Therefore, it is
important to make it clear that the schooling phase is only one of the vertices of literacy, since the dynamic character of knowledge presupposes practices in the various contexts.

**LITERACY LETTERING: A NECESSARY CHALLENGE**

Soares *apud* Ribeiro (2003, p. 91) stresses in his study that literacy techniques, and also literacy, directly influence the writing system domain:

> Literacy is the process by which one acquires the domain a code and the skills of using it to read and write, that is: the mastery of technology – the set of techniques – to exercise the art and science of writing. The effective and competent exercise of writing technology is called Literacy that implies various skills, such as: ability to read or write to achieve different goals.

The mastery of writing is essential because it ensures, to the student, a broader and more diversified contact with the world around him, that is, allows him to know him in a unique way and of great value for his perceptions and learning. As a result of that Milk (2001, p. 25) guarantees that:

> Perhaps the most important pedagogical guideline at work (... teachers), both in preschool and high school, are the use of true writing in the various pedagogical activities, that is, the use of writing in the classroom, corresponding to the ways in which it is truly used in social practices. In this perspective, it is assumed that the starting and arrival point of the school literacy process is the text: spoken or written excerpt, characterized by the unity of meaning that is established in a given discursive situation.

> The dissociation of both in the educational process is an error, as Soares (2004, p. 14) points out:

Dissociating literacy and literacy is a mistake because, within the current psychological, linguistic and psycholinguistic conceptions of reading and writing, the entry of the child (and also the illiterate adult) into the world of writing occurs simultaneously by these two processes: by the acquisition of the conventional writing system – literacy – and by the development of skills of use of this system in reading and writing activities, in social practices involving written language – literacy.

Blacksmith (2004) argues that the child, in his process of literacy, needs, in addition to maturation, be involved in the process of writing and reading, that is, wish to have already acquired much information about the spelling and reading of texts on labels, advertisements, etc. In this way, the child constructs the writing system, inventing letters, ways of combining them and attributing meaning to what is written. It is up to the school
to provide the children with space and time for these learners to build their own idea of reading and writing, and for this, the teacher, taking advantage of the games, will be able, in their weekly planning, to select activities that have real meaning.

DIFFERENCES BETWEEN PLAYING AND PLAYING

Playful means "ludus", that is, game or play (HUIZINGA, 2014). Barreto (2012, p. 32) understands play as a "free, separate, uncertain, unproductive playful activity, governed by rules and characterized by make-by-account". For the author, this activity occurs within the limits of time and space of the child. For Sá (2015) the game is related to the life of every child and occurs in the time and space of this child, involving aspects that are around him and in his interior, in an individualized or combined way. Silva (2013), in his study, understands the act of playing as a distraction, and thus is able to cause the child to discharge his energy. Brougère (2001, p. 99), in his research, alludes that "play is a mutation of meaning, of reality: things become others. It is a space outside ordinary life, which obeys rules created by circumstances." Kishimoto (2016, p. 110) adds by stating that:

Playing children learn to cooperate with their companions, to obey the rules of the game, to respect the rights of others, to accept authority, to assume responsibilities, to accept penalties imposed on them, to give opportunity to others, finally, to live in society.

Therefore, child play can be understood as an activity that involves the senses, and thus causes the child to feel unique sensations in his world, making it real, because, for her, there is a meaning of its own. It is, in this way, the way they organize, invent, talk, create roles, transform scenarios, imagine etc. etc., finally, it is a world full of feelings and expressiveness. It is in play that the child develops motor, mental, social and creative skills. It should also be emphasized that it is an intrinsically human activity, and, therefore, it is a typical form of expression of childhood. The game, according to Huizinga (1980, p. 33), is one:

(...) voluntary activity carried out within certain and certain limits of time and space, according to rules freely consented, but absolutely obligatory, endowed with an end in itself, accompanied by a feeling of tension and joy and an awareness of being different from everyday life.

It is believed that some games are devoid of organization, however, generalizing this criterion, when analyzing the theoretical contributions of many experts, would be alarming. (BENJAMIN, 2009). Still, one of the basic characteristics of the game is the
release of conflicts, and in this criterion, what is sought to value is the educational function of the playful activity. In fact, the game plays a key role in releasing the eu by a settlement or settlement of conflicts (CHATEAU, 2007). We understand that the games imply the correct follow-up of rules, providing collective entertainment, besides contributing to the understanding of cooperation, victory, defeat and balance between participants.

**EARLY CHILDHOOD EDUCATION TODAY**

In this study, we should emphasize that the Law of Guidelines and Bases of National Education, also known as LDB, determined, in 1996, the prioritization of the education of students aged from zero to six years. Thus, the legislation included Early Childhood Education in basic education. With such delegation, the municipalities began to be held responsible for the management of early childhood education, and thus have a mission: they must foster a quality education and it is mandatory for all. That is why Barbosa Magalhães (2011) argues that Early Childhood Education in the 1990s had an important recognition of its need. Corrêa (2003) is more comprehensive since it specifies the acquired rights, such as the Declaration of the Rights of the Child, the National Curriculum Framework for Early Childhood Education, 1998 and the Statute of the Child and Adolescent - ECA (Law No. 8,069 of 1990).

It is noted that there was a significant advance in the expansion of education for children with the creation of day care centers and preschools, and also the importance of social and educational value in this phase, even though there are still disagreements about what should be taught in early childhood education as well as about the means of realization (SCHLICKMAN, 2002). The National Curriculum Reference (1998) resizes us to think that students aged from zero to six years live and experience activities that lead them to take pleasure in practicing, in educational institutions, the exercise and formation of citizenship based on the principles:

- Respect for the dignity and rights of children, considered in their individual, social, economic, cultural, ethnic, religious differences, etc. The right of children to play, as a particular form of expression, thoughts, interaction and child communication;
- Children's access to available sociocultural goods, expanding the development of capacities related to expression, communication, social interaction, thought, ethics and aesthetics;
- The socialization of children through their participation and insertion in the
most diverse social practices, discrimination of some species; The care of essential care associated with survival and the development of its identity (BRASIL, 1998, p.13).

One of the main functions of schools is to develop the skills of their students so that they are able to live in society, respecting, therefore, the rules and having a good social behavior in the relationship with their friends, teachers and school authorities, treating everyone with respect and living with differences. Being the focus of learning, the growth and development of the child, Early Childhood Education is a very important phase. In this sense, this study assumes that the first stage of education manifests itself until the six years of the student-apprentice's life. Due to this circumstance, Early Childhood Education has some objectives that include diverse skills and competences that need to be explored in children up to six years of age from various activities, especially playful, as advocated by this research.

- Dto involve a positive image of oneself, acting in an increasingly independent way, with confidence in their abilities and perception of their limitations;
- Dto cover and progressively know their own body, its potentialities and its limits, developing and valuing habits of care for one's own health and well-being;
- Andto stabffective bonds and exchange with adults and children, strengthening their self-esteem and gradually expanding their possibilities of communication and social interaction;
- Andto stabelecer and expand social relations more and more, learning gradually to articulate their interests and points of view with others, respecting diversity and developing attitudes of help and collaboration;
- Thebservar and explore the environment with an attitude of curiosity, perceiving itself more and more as an integral, dependent and transforming agent of the environment and valuing attitudes that contribute to its conservation;
- Brincar, expressing emotions, feelings, thoughts, desires and needs;
- Utilize the different languages (corporal, musical, plastic, oral and written) adjusted to the different intentions and communication situations, in order to understand and be understood, express their ideas, feelings, needs and desires and advance in their process of construction of meanings, increasingly enriching their expressive capacity;
To celebrate some cultural manifestations, demonstrating attitudes of interest, respect and participation in the face of them and valuing diversity (BRASIL, 1998, p. 63).

The teacher, then, needs to update and innovate the teaching exercise, because, in this way, the diverse skills and skills will be properly explored over these six years that comprise early childhood education in a full and effective way. Thus, it should continuously seek to improve every detail of its educational methods in search of optimal results for the formation and development of the child, because this is the role of teaching that is taught in elementary and early childhood education.

**THE USE OF PLAY IN THE DAY-TO-DAY TEACHING**

Child development has changed and become more valued over time in school education. Kishimoto (2001, p. 28), in his study, elucidates that games directly influence the "development of imagination, symbolic representation, cognition, feelings, pleasure, relationships, coexistence, creativity, movement and self-image of individuals". In this sense, it is up to the teacher to work with the playful in the initial series so that the child feels inclined to learn based on the new strategy. The playful arouses, in children, the happiness necessary for them to feel motivated to develop a given activity. The teacher should always reflect on his practices in order to be able to include the playful to the proposed programmatic content, since as Santo elucidates (2008, p. 52):

The role of the teacher during the games should be to provoke and challenge collective participation in the search for referrals and problem solving, because it is through the game that we can awaken and encourage the child to the spirit of companionship of cooperation gradually, she will assume and understanding his position as a member of a social group.

Learning to be effective will depend on the motivation used in class as well as the needs and interests of children. According to the National Curriculum Reference for *Early Childhood* Education (RCNEI, 1998, p. 29):

Play is presented through several categories of experiences that are differentiated by the use of material or resources predominantly involved. These categories include: movement and changes in perception resulting essentially from children's physical mobility; the relationship with objects and their physical properties as well as the combination and association between them; oral and sign language that offer various levels of organization to be used for play; social contents, such as roles, situations, values
and attitudes that refer to the way the social universe is built; and, finally, the limits defined by the rules, constituting a fundamental resource for playing. These categories of experiences can be grouped into three basic modalities, which are playing make-believe or with roles, considered as a fundamental activity from which all others originate; Play with building materials and play with rules. According to the considerations mentioned in the document mentioned above, make-believe games, construction games and those that have rules, such as society games (also called board games), traditional games, didactic games, body games, etc., provide the expansion of children's knowledge through playful activity (BRASIL, 1998, p. 29).

The playful activities favor the adhering to a more harmonious school environment, also affecting pedagogical and learning, and thus the act of learning becomes more attractive, and, mainly, pleasurable.

3 CONCLUSION

Ludicity is a fundamental requirement for both the cognitive and motor development of the child, as well as socialization and learning. Literacy becomes fun when the child plays and, in this way, builds their learning. However, it is of paramount importance that there is, on the part of the teacher, a diversified planning aiming, mainly, the broad development of the child leading them to improvement and advancement in their learning. It is up to the teacher, in his role as mediator, to provide activities that challenge his students and develop them in their entirety.

The playful, along with the imaginary, offer broad paths for the development of children making them more critical, autonomous, creative, happy and, with this, performs an learning with meaning. Thus, a broader observation of the world is possible, promoting development in all human dimensions and leading to success in literacy and literacy. Every education, truly committed to the exercise of citizenship, needs to create conditions for the development of the ability to use language effectively that meets personal needs. The playful comes to connect the child in a fun way to meaningful learning.
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