Playing in early childhood education: the importance of game in the learning process

Brincando na educação infantil: a importância do jogo no processo de aprendizagem

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Leandra de Souza Alves
Pedagoga, Mestranda em Pedagogia
Professora da Rede Estadual

Rucenita Leite de Queiroz
Psicóloga e psicopedagoga
Coordenadora dos cursos de graduação em psicologia e pós-graduação nível especialização
Faculdade Alpha

Dayse Alves Pessoa
Pedagoga, Mestre em Educação – UFPE
Coordenadora do curso de Pedagogia da Faculdade Alpha
Docente da Faculdade Alpha

Marta Batista de Souza Neta
Psicóloga e mestre em psicologia da saúde
Professora da Faculdade Alpha

Rozineide Iraci Pereira da Silva
Pedagoga, Doutora em educação
Professora da Associação Naturalis Educacional - ANE

Nair Alves dos Santos Silva
Pedagoga, Doutora em Educação
Professora do município de Cumaru

Luciana Lenira de Souza
Pedagoga, Mestre em Educação
Docente da Escola municipal de Cumaru – PE
Coordenadora de educação inclusiva na secretaria municipal de educação de Riacho das Almas - PE

Renata Bischoff de Jesus Mallemont
Formação em pedagogia pela UFPE
pós em Coordenação e Supervisão pedagógica pela faculdade Santa Fe
Grupo Ser Educacional
ABSTRACT
The present study refers to showing how important play is in early childhood education, with Early Childhood Education being the foundation that supports a developing being, in this case, child, it is necessary that this phase, which is the beginning of the individual's school life, is well done, and games and games are fundamental elements in the construction of knowledge. When the child is playing, he is developing his potential, he is creating, comparing, analyzing and classifying etc. Toys and games translate the world into children's reality, enabling children to develop their intelligence, sensitivity, skills and creativity, in addition to learning to socialize with other children and adults. Kindergarten is a favorable space to develop children's creativity, they are starting their school life and need to have contact with materials that provide them with familiarity. By handling toys, children are adapting to a new world. Games and games must be included in the teaching strategies of Early Childhood Education, as it is an excellent tool for children's cognition.

Keywords: Importance. Jokes. Kid. Development.

RESUMO
O presente estudo refere-se a mostrar a importância do jogo na educação infantil, sendo a Educação Infantil a base que sustenta um ser em desenvolvimento, neste caso, a criança, é necessário que esta fase, que é o início da vida escolar do indivíduo, seja bem feita, e os jogos e brincadeiras são elementos fundamentais na construção do conhecimento. Quando a criança está brincando, ela está desenvolvendo seu potencial, está criando, comparando, analisando e classificando, etc. Brinquedos e jogos traduzem o mundo na realidade das crianças, permitindo que elas desenvolvam sua inteligência, sensibilidade, habilidades e criatividade, além de aprender a socializar com outras crianças e adultos. O jardim de infância é um espaço favorável para desenvolver a criatividade das crianças, elas estão começando sua vida escolar e precisam ter contato com materiais que lhes proporcionem familiaridade. Ao lidar com brinquedos, as crianças estão se adaptando a um novo mundo. Jogos e brincadeiras devem ser incluídos nas estratégias de ensino da Educação Infantil, pois são uma excelente ferramenta para a cognição das crianças.


1 INTRODUCTION
Human beings, in all phases of their lives, are always discovering and learning new things through contact with their fellow men and by mastering the environment in which they live. He was born to learn, to discover and appropriate knowledge, from the
simplest to the most complex, and this is what guarantees his survival and integration into society as a participative, critical and creative being.

This fact of search, exchange, interaction, appropriation is what we call education. This does not exist by itself; it is a joint action between people who cooperate, communicate and share the same knowledge.

Childhood is the age of play. We believe that through them the child largely satisfies their particular interests, needs and desires, being a privileged means of insertion into reality, as it expresses the way in which the child reflects, orders, disorganizes, destroys and rebuilds the world.

We highlight playfulness as one of the most effective ways to involve the student in activities, as play is something inherent in children, it is their way of working, reflecting and discovering the world around them.

Playfulness in early childhood education aims to provide the educator with an understanding of the meaning and importance of playful activities in early childhood education, seeking to provoke them to include playing in their educational projects, having intentionality, objectives and a clear awareness of their action in relation to child development and learning. It is very important to learn with joy, with desire.

This work seeks to conceptualize the playful, demonstrate its importance in child development and within education as a methodology that allows more life, pleasure and meaning to the teaching and learning process, considering that it is particularly powerful to stimulate social life and the constructive development of the child.

Games and games help to build knowledge and can be understood as a situation in which children can face different feelings and gradually accept the difference of the other.

The approaches described in this research have the contribution of some authors who emphasize the importance of games in Kindergarten classes, as children learn faster when playing, as they develop better. This bibliographical research intends to contribute to the formation of professionals who consider “being a child” and “playing” as the most important phase of childhood and human development.

Play allows for global development and a more real world view. Through discoveries and creativity, the child can express, analyze, criticize and transform reality. If properly applied and understood, ludic education can contribute to the improvement of teaching, whether in the qualification or critical training of the student, or in redefining values and improving the relationship of people in society. For ludic
education to move effectively in education, it is necessary to reflect on its importance in the process of teaching and learning.

The games emerged in the 16th century, but the first studies took place in Rome and Greece and were aimed at learning letters. This interest decreased with the emergence of Christianity that aimed at a disciplinary education, with memorization and obedience. From this moment on, games are seen as criminal, leading to prostitution and drunkenness.

When starting the movement called Renaissance, the game loses its character of disapproval and enters the daily lives of young people as entertainment. It is in the Renaissance that the game loses its character of disapproval and enters the daily lives of young people as fun. Hence, it can be seen that the game is again as what the word really means, as it comes from the Latin “incus”, which means fun or play. In Portuguese language dictionaries it has meaning: distraction, pass time Therefore, the word game can be used to define the individual activity of the child in building with blocks, such as group activities and other activities that can be called games.

Games and games started to be used as an auxiliary teaching resource in the period in which the Society of Jesus appeared, which was a religious organization inspired by military molds, determined to fight for Catholicism. Kishimoto (apud Spodek and Saracho, 1998) comments that the United States served as an initial model for the vast majority of countries.

Beliefs prevailed about the difference in needs of poor and elite children, that children learn better through play, but the notion of unsupervised play as education is rejected. This interpretation strengthens the perspectives of the educational game, of guided play, aiming at the acquisition of school content. Some theories have emerged to show the importance of games in the art of education, showing that games and games are not just a way to spend time, but that they have deep roots in the process of knowing.

Freud's psychoanalytic theory reveals that play was often used as a healing process for children. Freud in his researches observed that the child's desire is what determines her behavior towards toys, she creates a world of her own, repeats experiences that she has not yet mastered. It is noticed that Freud wanted to show that the child when playing, he is creating, developing his cognitive aspect. Jean Piaget's theory, when studying the development of intelligence, placed games as essential activities in the search for knowledge by the individual. Piaget divided the child's intellectual development into characterizing stages: sensorimotor (up to two years old),...
pre-operational (from two to four years old), intuitive (from four to seven years old), and operational (from seven to fourteen years old years old); and from that age to abstract operational.

For Piaget (apud Martinelli, 1997) there is play when there is a predominance of assimilation over the effort and attention of accommodation. Piaget, when carrying out the study on the evolution of the game for development, noticed a playful tendency in the baby's first months of life, in the form of the so-called sensorimotor exercise game, where from the second to the sixth year of life the symbolic game and the The next step is the child's game of rules.

Playful activities are characterized in the evolution of the game in children, according to their stage of development. Exercise games take place initially in the form of motor exercise. In symbolic games, which is the make-believe game, in which the object is used to symbolize or represent situations not perceived at the time. It occurs in the age group from two to six years old, where the playful tendency is focused on the game of fiction or imagination and imitation. This type of game develops with the interiorization of sensorimotor schemes. The function of this type of activity, according to Piaget (apud Martinelli, 1992):

"It consists of satisfying the self, through a transformation of the real according to desires: the child who plays with a doll remakes his own life, correcting it in his own way, and relives all pleasures or conflicts, solving them, compensating them, that is, completing reality with fiction" (PIAGET, APUD MARTINELLI, 1992)

In the games of rules, it is clear that this playful activity involves the use of rules where there are social or individual relationships in which cooperation should appear and it starts to develop from four to six years old and intensifies throughout the person’s life. For Piaget according to Brougére (apud Martinelli 1997), the objective of the research is not to study the game, but the symbol, which is essential for the development of intelligence

2 METHODOLOGY

The present study was based on a bibliographical review whose theoretical foundation was used an investigation on the subject with the use of material accessible to the general public, such as: books, theses, dissertations and published articles. Opting for
qualitative research, as it is not concerned with numerical representation, but rather with deepening the understanding of a social group, an organization, etc.

Minayo (1995) emphasizes that “qualitative research responds to very particular questions that cannot be reduced to the operationalization of variables”; in the words of Fraser and Gondim (2004), “in the qualitative approach, what is intended, in addition to knowing people's opinions on a given topic, is to understand the motivations” and, regarding the purposes, it is explanatory.

3 PLAYING IN EARLY CHILDHOOD EDUCATION - THE IMPORTANCE OF THE GAME IN THE LEARNING PROCESS METHODOLOGY.

The child's dimension is always present when analyzing toys and games. The toy, as a supporting object of play, presupposes an intimate relationship with the child and implies the absence of a system of rules to organize its use. The toy for the child represents certain realities, it can be said that one of the goals of the toy is to give the child a substitute for real objects so that they can manipulate it, because by manipulating it is developing its cognitive.

The toy vocabulary cannot be reproduced with the plurality of meanings in the game, as it connotes children and has a material, cultural and technical dimension. As an object it is always play support. It is the stimulant material for children's imagination to flow, having a close relationship with the level of their development.

The educator must be aware that when developing the syllabus, through the act of playing, it does not mean that there is negligence or neglect with the learning of the formal content. Unlike developing content by proposing a playful activity, the educator is working with the knowledge construction process, respecting the stage of development in which the child is and in a pleasant and meaningful way for the educator.

According to Kishimoto (1994), the toy is understood as a “support object of the game, that is, toy here will be represented by the object as tops, affectionate dolls and others”.

It is noted that toys can be considered “structured and unstructured”. Structured are those that are acquired ready-made and the unstructured are simple objects such as sticks or stones, which in the children's hands acquire new meanings. We often observe children playing with stones, sticks or other objects and they name them as people, animals, plants, means of transport and so on. The creation of space and time for games
and games is one of the most important tasks of the teacher, especially in the kindergarten school.

It is up to us to organize the spaces so as to allow for different forms of play, so, for example, that children who are playing a more sedentary game are not hindered by those who perform an activity that requires more mobility and expansion of movement, or that is, observing and respecting the differences of each one.

3.1 THE LANGUAGE CONCERNING THE LUDIC

The specialized literature on the subject does not register agreement on a common concept for play in education. However, some authors relate the playful to the game and deeply study its importance in education.

Huizinga (1990) was one of the authors who went deeper into the subject, studying the game in different cultures and languages. It proposes a definition for the game that encompasses both competitive and other manifestations. The game is an activity of voluntary occupation, exercised within certain and certain limits of time and space, following freely consented but absolutely mandatory rules, endowed with an end in itself, accompanied by a sense of tension, joy and a awareness of being different from everyday life.

According to Piaget and Winnicott, concepts such as games, toys and games are formed throughout our experience. It's the way each one uses to name their play.

In this article, the words game, joke, toy and playful are presented in a broader sense. Hence the need to define these terms: Play basically refers to the action of playing, the spontaneous behavior that results from an unstructured activity; Game is understood as a game that involves rules; Toy is used to designate the meaning of the object of playing, while the Play Activity covers the previous concepts in a broader way.

According to Santos (1999), for children, playing is living. This is a widely used and accepted statement, as the history of humanity shows us that children have always played, play today and will certainly continue to play. Knowing that she plays because she likes to play and that when that doesn't happen, something might not be right. While some children play for pleasure, others play to quell anguish or give vent to aggression.

We can say, really, that playing is living, because the child learns to play playing and plays by learning. The child plays because it is a basic need, just as nutrition, health and housing are vital for the development of children's potential. To maintain balance
with the world, the child needs to play, play, create and invent. These playful activities become more significant as it develops, invents, reinvents and builds.

Author Wajskop (1995. p. 68) says “Playing is the most important phase of childhood – of human development in this period – as it is the self-active representation of the internal – the representation of internal need and impulse.”

Playing, the subject increases their independence, stimulates their visual and auditory sensitivity, values their popular culture, develops motor skills, exercises their imagination, creativity, socializes, interacts, rebalances, recycles their emotions, their need to know and reinvent and reinvent and thus build your knowledge.

3.2 CHILDREN, EDUCATION AND PLAY: THE ROLE OF PLAY IN CHILDREN'S DEVELOPMENT

The concept of child is a notion historically constructed and has been constantly changing over time, not presenting itself evenly within the same society and time. Thus, it is possible that, for example, in the same city, there are different ways of considering children, depending on the social class to which they belong, the ethnic group to which they belong.

Most Brazilian children face a very adverse daily life that leads them from an early age to precarious living conditions, child labor, abuse and exploitation by adults. Other children are protected in every way, receiving care necessary for their development from their families and society in general.

Understanding, knowing and recognizing the particular way children are and are in the world must be the great challenge of early childhood education. Although knowledge derived from psychology, anthropology and sociology can be of great value to unveil the children's universe by pointing out some common characteristics of being, they remain unique in their individuality and differences.

According to Rosamilha:

The child is, above all, a being made to play. The game here is a device that nature has found to lead the child to use an activity useful to their physical and mental development. Let's use this artifice a little more, let's put teaching more at the level of the child, making their natural instincts allies and not enemies. (ROSAMILHA, 1979, p.77) gives

The ability to play children a space to solve the problems that surround them. The specialized literature on child growth and development considers that the act of playing is more than the simple satisfaction of desires.
Playing is doing itself, a doing that requires its own time and space; an action that consists of cultural experiences, which are universal, and proper to health because it facilitates growth, leads to group relationships, and can be a form of communication with oneself and with others.

It is noteworthy, however, that in the capitalist world in which we live, play is being extracted from the children's universe. Children are playing less and less for a number of reasons: one is early maturing; another is the violent reduction of physical space and playing time, that is, the excess of assigned activities, such as school, swimming, English, computing, gymnastics, dancing, painting, etc. all this takes up the children's time and when playing, when there is time, they often spend hours in front of the television, having fun with violent games and surrounded by electronic toys, where social interactions and the freedom to act are determined by toy itself. They do almost everything for the children, move and even talk, leaving little room for make-believe.

However, most serious of all, parents are forgetting the importance of playing. It is necessary to respect the time of the child being a child, its absolutely original way of being and being in the world, of living it, discovering it, getting to know it, all simultaneously. It is necessary to break some paradigms that were being created. A toy is not just a gift, a treat that is given to the child: it is an investment in a healthy child from a psychosocial point of view. It is the road that the child takes to get to the heart of things, to unveil the secrets that a surprised or welcoming look hides, to dispel fears, exploring the unknown.

Vygotsky (1984) attributes a relevant role to the act of playing in the constitution of children's thinking. It is playing, playing, that children reveal their cognitive, visual, auditory, tactile, motor state, their way of learning and entering into a cognitive relationship with the world of events, people, things and symbols.

Through play, the child reproduces the external discourse and internalizes it, building his own thinking. Language, according to Vygotsky (1984), has an important role in the child's cognitive development as it systematizes their experiences and also collaborates in the organization of ongoing processes. For both Vygotsky (1984) and Piaget (1975), development is not linear, but evolutionary, and along this path, imagination develops. Once the child plays and develops the capacity for a certain type of knowledge, he hardly loses this capacity. It is with the formation of concepts that true learning takes place and it is in playing that one of the greatest spaces for the formation of concepts is found.
The interactions that play and games provide, favor the overcoming of egocentrism, developing solidarity and empathy, and introduce, especially in the sharing of games and toys, new meanings for ownership and consumption.

With this, the education of the child becomes more effective, because thinking about education is thinking about the human being, as a whole, about their body, their environment, their preferences, their tastes, their pleasures, in short, in their relationships experienced and an interaction aimed at individual and collective respect.

In reality, in the current context, there is no more space for the informing teacher and for the listening student. The time for living with self-learning has long ago come, an authentic expression of the construction of knowledge that forces the teacher to become a facilitator of the teaching-learning process, and the student to become a true researcher.

If we understand knowledge as a mental representation, we must know that teaching is an invitation to exploration, to discovery, and not a poor transmission of meaningless information and techniques.

Learning to think about different subjects is much more important than memorizing facts and data about subjects. The child himself shows us the way when he does not use or need to use the energies expended by the school, sacrificed and crowned by discredit, because he does not prepare his students.

Man is a being in constant change: therefore he is not a finished reality. For this reason, education cannot claim the right to reproduce models, much less curb the creative possibilities of the original human being by nature. According to the Curriculum Framework for Early Childhood Education:

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

It is understood that educating playfully is not playing packaged lessons for the student to consume passively. Educating is a conscious and planned act is to make the individual aware, engaged and happy in the world. It is to seduce human beings for the pleasure of knowing. It is to rescue the true meaning of the word “school”, a place of joy, intellectual pleasure, satisfaction and development.
To achieve this end, it is necessary for educators to rethink the content and their pedagogical practice, replacing rigidity and passivity for life, for joy, for the enthusiasm to learn, for the way of seeing, thinking, understanding and rebuilding knowledge.

The school needs to rethink who it is educating, considering its experience, repertoire and individuality, because if it does not consider it, it will hardly be contributing to the change and productivity of its students. The denial of play can be understood as a general perspective and from this point of view, it is directly related to the denial that the school makes of the child, with their disrespect, or even the disrespect for their culture.

While learning is seen as the appropriation and internalization of signs and instruments in a socio-interactionist context, playing is the active appropriation of reality through representation. In this way, playing is analogous to learning.

It is through the playful activity that the child prepares for life, assimilating the culture of the environment in which they live, integrating with it, adapting to the conditions that the world offers them and learning to compete, cooperate with their peers and live together as a social being. In addition to providing pleasure and fun, games, toys and games can represent a challenge and provoke the child's reflective thinking. Thus, a playful attitude effectively offers students concrete experiences, necessary and indispensable to cognitive abstractions and operations.

The ludic is essential for a school that proposes not only pedagogical success, but also the formation of citizens, because the immediate consequence of this educational action is learning in all social, cognitive, relational and personal dimensions.

4 PLAYING IN EARLY CHILDHOOD EDUCATION

In Negrine (1994) (apud Santiago, 2005) we find “when the child arrives at school, it brings with it a whole prehistory, built from their experiences, most of them through playful activities.” It is essential that teachers are aware of the knowledge that the child has built in the interaction with the family and sociocultural environment, in order to formulate their pedagogical proposal.

It is known that when schooling starts, the child faces a new situation, and this brings insecurity to act. It is in this context that the importance of playing is presented, as the toy is like a stimulator of curiosity, the child can, through the toys, adapting better to the school environment, she begins to have initiative and self-confidence, then she begins to acquire learning by developing language, attention and concentration.
The toy exerts a strong influence on the formation of the child's personality, as it is associated with the needs of children during childhood. The child's development happens through play. He needs to play to grow up.

According to Piaget (1989) the way children assimilate, that is, transform the environment so that it adapts to their needs; and assimilating, that is, changing oneself to adapt to the environment, should always be through play. When the child is playing, obviously he is creating, they often change the strategies of that type of play, creating other rules. This makes us understand that they are exposing their ideas using creativity so that that toy is in accordance with what she thinks it should be.

The school must provide opportunities for children to acquire knowledge construction through discovery and invention. Children really need to find an environment at school where they can develop their creativity, they discover by playing, they socialize, they develop language, they build, etc. The school environment, especially Kindergarten, should be aimed at providing opportunities for children to develop their cognitive skills.

In the school environment, in the case of Kindergarten, an exhibition of various types of toys and games is necessary, so that the child can choose to manipulate, explore, because that way they will be progressing cognitively. Upon arriving in the classroom, the child finds many toys, he is already curious, especially when the teacher gives them the opportunity to choose the toy that most attracts them, then the teacher tries to base her class on a game, using games or toys exposed.

It is of fundamental importance to review the role of the Kindergarten teacher, often the educator who receives a Kindergarten class, has no preparation to work with children, has no skills and this will be a big problem for the child and for the teacher.

The teacher, according to Piaget (2003), has a very important role in mediating the epistemological relationship, that is, in the child's relationship with knowledge, as well as in the constitution of the child's identity and autonomy. The first impression is that this popular saying is very interesting, because when the child arrives at school and is faced with an unprepared teacher, he will not like it, that is, if he feels good, he will want to go home soon to play with her little friends, because school did not bring her any attraction.

It is understood that the teacher's role is to exercise the mediating role, which is also directly related to the idea of knowledge construction, both as a guide for pedagogical planning, when selecting curriculum content. The teacher must be a serious
A professional, friendly and responsible, because in order to have a good relationship with the students, he does not need to be rigid, rude, but kind and serious about his work. He is a learning facilitator, he will make the student know the path that leads to the construction of knowledge.

Professionals who work in Early Childhood Education need to be assured of their own rights to an education that allows them to be autonomous and critical in exercising their profession. The training projects must be structured around the concrete schools and the real needs of teachers in their daily lives.

According to Kishmoto (2002), if we want to form creative, critical and decision-making beings, one of the requirements is the enrichment of children's daily life with the inclusion of tales, legends, toys and games.

It is the teacher's role to try to get to know the children better, because when they arrive at school, they already have a rich background, they live in their universe. Curiosity makes her want to know everything around her, makes her movements and games her most serious means of appropriating the world and communicating with it. However, when they arrive at school, everything that represents their way of living, understanding, socially and culturally is annulled.

A constant concern today is the training of teachers, as these professionals have an important role, especially those who will work in Early Childhood Education, which is the basis for the sociocultural training of the individual.

The teacher is the fundamental element in this process, and must be seen as an essential element. The longer and richer his professional life history, the greater will be the possibilities for him to carry out a significant educational practice.

It is noted that educating is not limited to passing on information or showing a path, the path in which the teacher considers the most right, but it is helping the person to become aware of himself, the other and society. It is to offer various tools so that people can choose paths that are compatible with their values, their vision of the world and with the adverse circumstances that each one will encounter. Educating is, above all, the interrelationship between feelings, affections and the construction of knowledge.

Through play, learning becomes easier, so it is clear that playing is very important. When playing, information is clarified from experiences. Playing provides the opportunity to accumulate knowledge, learn new skills and practice those already known.
Through play, children learn to deal with feelings, interact with children and adults and resolve conflicts. They develop their imagination, creativity to solve problems, manipulate, explore and experience real objects, all of this is very important, as children will learn by doing and speaking.

The teaching of language, reading, science and technology is developed in different ways. Using diverse strategies, teachers integrate subjective knowledge with a variety of active techniques that fit the children's developmental stages, with high learning expectations. Playing is one of the fundamental activities for the development of identity and autonomy. The fact that the child, from a very early age, can communicate through gestures, sounds and later play a certain role in the game makes him develop his imagination. In play, children can develop some important skills, such as attention, imitation, memory, imagination.

Some socialization skills also mature, through interaction and the use and experimentation of social rules and roles. The differentiation of roles is present, especially in make-believe, when children play as if they were the father, the mother, the little son, the doctor, the patient, heroes and villains, etc. imitating and recreating characters observed or imagined in their experiences, fantasy and imagination are fundamental elements for children to learn more about the relationship between people, about their own and about the other.

When children are playing make-believe, they learn to act according to the imagination of a person, a character, an object and situations that are not immediately present and perceptible to them at the time and that evoke emotions, feelings and meanings experienced in other circumstances.

When playing make-believe, children seek to imitate, imagine, represent and communicate in a specific way that one thing can be another, that a person can be a character, that a child can be an object or an animal, that a place "make-believe" which is another. By using make-believe language, children enrich their identity, because they have the opportunity to experience other ways of being and thinking, thus managing to broaden their point of view about things and people by playing various social roles or characters.

Through the games, several items are experienced that can be observed in a concrete way the elaboration of a representation system of the different feelings and emotions of the human construction. This happens when play is always individual and depends on each child's emotional resources that are shared in social interaction.
situations; for children can also internalize and elaborate their emotions and feelings, developing their own sense of morality and justice.

In order for children to exercise their ability to create, it is essential that there is richness and diversity in the experiences offered to them in institutions, whether they are more focused on games or learning that takes place through direct intervention.

Play is a language that maintains an essential link with what is not playing. If play is an action that occurs in the imagination, this implies that the player has the domain of symbolic language, which means that there must be an awareness of the difference between play and the immediate reality that provided him with the content to carry out there.

It is noticed that to play it is necessary for children to acquire some independence to make the choice of their partners and the roles they will assume within a certain theme, whose development depends solely on the will of the one who plays.

When children have opportunities to experience imaginative and self-created play, they can trigger their thoughts to solve problems that are important and significant to them. They create a space in which children can represent the world and internalize a particular understanding of people, feelings and diverse knowledge.

Playing is presented through several categories of experiences that are differentiated by the use of material or resources predominantly implied. These categories include the movements and changes in perception resulting essentially from the child's physical mobility, the relationship with objects and their physical properties as well as the combination and association between them: oral and gestural language that offer various levels of organization to be used to play.

The teacher is the reference, as he helps the structure, the field of play in children's lives, obviously he is the one who organizes his structural base through the offer of certain objects, costumes, toys or games of delimitation and arrangements of spaces and the time to play.

Through the games, teachers can observe and build a vision of the development processes of children in groups and each one in particular, noting their abilities to use languages, as well as their social capacities and affective and emotional resources at their disposal. It is up to the teacher to organize situations so that the games occur in a diversified way to provide children with possibilities to choose the themes, objects and colleagues with whom to play or the rules and construction games and thus consciously and independently elaborate their emotions, feelings, knowledge and social rules.
The intentional intervention based on the observation of children's games, offering them adequate material, as well as a structured space for playing, allows the enrichment of children's imaginative, creative and organizational skills. It is up to the teacher to organize situations so that the games occur in a diversified way to provide the children with the possibility of choosing the themes, roles, objects and companions to play with or the rules and construction games, and thus to elaborate their own personal and independent emotions feelings, knowledge and social rules.

5 FINAL CONSIDERATIONS

In the course of this work, we try to retain reflections on the importance of playful activities in early childhood education, where we believe that playfulness is extremely important for the child's integral development, because for him/her playing is living.

It is important to mention that playing in these educational spaces needs to be in a constant frame of concerns and reflections by the educators who comprise it. Self-assessment is interesting by asking questions such as: For what purposes are the games being proposed? Who are you serving? How are they being presented? What do we want is entertainment, relaxation or a close cultural and human relationship? How are we acting in front of children? Are they heard?

It is also important to emphasize that it is only possible to recognize a child if the educator recognizes a little of the child that he was and that, in a way, still exists in him. Thus, it will be possible for the educator to rediscover and rebuild in himself the taste for playing games, seeking in his experiences, remote or not, childhood and adolescence games that can contribute to a playful, pleasurable and meaningful learning.

It is the competence of early childhood education to provide its students with an environment rich in playful activities, since most children today spend a large part of their time in institutions that serve children aged 0 to 6 years old, thus allowing them to live, dream, create and learn to be children.

Play provides a healthy and harmonious development, being an instinctive tendency of the child. When playing, the child increases independence, stimulates their visual and auditory sensitivity, values popular culture, develops motor skills, reduces aggression, exercises imagination and creativity, improves emotional intelligence, increases integration, thus promoting healthy development, mental growth and social adaptation.
The study allowed us to understand that playfulness is significant for children to know, understand and build their knowledge, become a citizen of this world, be able to exercise their citizenship with dignity and competence. His contribution is also attentive to the formation of autonomous citizens, capable of thinking on their own, knowing how to solve problems and understanding a world that requires different knowledge and skills.

Seeking new ways to teach through play that we will achieve a quality education that really can meet the interests and needs of the child. It is worth mentioning that a playful attitude is not only the sum of activities, it is, above all, a way of being, of being, of thinking and facing the school, as well as of relating to the students. It is necessary to know how to enter the child's world, their dream, their game and from there, play with them. The more playful space we provide, the more joyful, spontaneous, creative, autonomous and affective it will be. Propose, however, to early childhood educators, to transform playing into pedagogical work so that they experience, as mediators, the true meaning of learning with desire and pleasure.

Play activities are seriously threatened in our society by the interests and ideologies of dominant classes. Therefore, it is up to the school and us educators, to recover the childhood playfulness of our students, helping them to find meaning in their lives. When playing, you not only learn school content, you learn something about life and the constant struggle we wage in it.

The teacher must assume the role of craftsman of a curriculum that privileges the conditions that facilitate learning that playfulness has in its various domains, affective, social, perceptual-motor and cognitive, removing it from clandestinity and subversion, boldly explaining it as a goal of the school.

Playing is more than a non-consequential activity for the child. Playing, she not only has fun, but recreates and interprets the world in which she lives, and ends up relating to this world. Playing, the child learns.

“Playing” in schools today is absent from a pedagogical proposal that incorporates play as the axis of child labor. Through this work, we were able to perceive the lack of space for students' cultural development. This result, despite pointing in the direction of the teacher's actions, should not be blamed on him.

On the contrary, it is about showing the type of professional training of the teacher that does not include information or experiences about playing and child development in a social, affective, cultural, historical and creative perspective. The
school must create conditions for the student to carry out recreational activities, also employing teaching-learning strategies. The role of the educator is to ensure that learning is continuous.

Collaborating for the individual's development in emotional, social, physical, aesthetic, ethical and moral aspects, basing their work with playful performance, where the game or play can provide space for the action of those who play. It is at school that we learn to live in groups, socialize and understand ourselves as human beings.

This work aims to lead us to a reflection on “playing at school” and its main theme is “Child Education: what is this space?”. Considering the importance of playing for the child's development, which according to Freire (1999) “when a child plays, plays or draws, he is developing the ability to represent, to symbolize”.

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