



The importance of play and games in Kindergarten

Importância do jogo e do brincar na Educação Infantil

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ABSTRACT

The present work is a bibliographic research with qualitative analysis, whose objective is to discuss and report the importance of play and play in early childhood education, for the integral development of the child, both in physical aspects and in social and psychosocial aspects. To carry it out, searches were carried out in the databases of Capes, Scielo and Google Scholar, authors such as Piaget (1973), Winnicott (1975) and Vygotsk (1984) among others. Since many professionals find it difficult to understand the ludic universe and the importance of play and play for the integral development of the child, there is a need to train educators, guide parents and society about the importance of working with play in childhood and that playing is part of a pleasurable learning and is not just leisure for the child.

Keywords: Game, Play, Early Childhood Education.

INTRODUCTION

Playing is something intrinsic to the human being, and this characteristic is very clear in childhood, playing for a certain time was devalued and belittled in terms of its educational value, and its benefits in terms of the child's development. Today, play is considered the main method for teaching in early childhood education.

The game, as well as playing, is also one of the contents that are worked on in school education, which aims at the development of the child in various aspects, such as; affective, cognitive, social and motor.

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In the practice of the game we can take advantage of the interest that children feel for these activities, because according to Soller (2009) they are in the age group of knowing the world through the body, he also reports that "physical activities exercise the necessary skills for the child to reach the stage of readiness, because it is from there that they reach the motor development necessary for reading and writing" (p. 12).

The choice of the theme was made considering that play and play are of fundamental importance for the development of the child, and in this context it must be inserted in the classroom, because today we live in a capitalist world, where everyone aims only at their interests, where it seems that people are in constant competition, Where what really matters is to win regardless of the methods used to achieve victory, without caring about your neighbor.

In view of the importance of working with games and games in early childhood education, we aim to report and discuss the importance of play and play in early childhood education for the integral development of the child. To do so, some steps will be followed, such as: Discuss the importance of play in child development, list benefits acquired by working on play in Early Childhood Education and mention some games that can be used.

Our work is divided into topics, and I, at first, bring some reflections on the importance of play in Early Childhood Education, and its formative potential, then we bring play in early childhood education and its focus on what refers to the development of the child. Soon after, we bring the methodology, explaining how our work was developed. The analysis of the data, where we bring a more detailed reflection on play in early childhood education and finally our conclusions.

THEORETICAL BACKGROUND

THE IMPORTANCE OF PLAY IN CHILD DEVELOPMENT.

Brougère (1993) *apud* Beviani (2012) state that play is a mental activity called metalanguage or second-degree language, that is, play comprises a mental attitude and language based on the attribution of different meanings to objects and language, communicated and expressed by a system of signs and signals.

According to Gonçalves and Fischer (2007, p. 55)

"The impression one gets is that life is becoming a great competitive game, in which the participants seek individual victory, making it essential to overcome the opponent and beat him."



It can be seen that in the midst of so much competition, the need to form more cooperative citizens arises within the school environment, therefore, play and play can be great strategies to develop solidarity values in early childhood education.

By playing, the child expresses himself, interacts with other classmates, learns to deal with the world around him and forms his personality, recreates everyday situations, learns values, such as respect for solidarity and cooperation. In view of this context, playing should also be inserted in the school context, with the objective of assisting in the teaching-learning process (LIRA; RÚBIO, 2014).

Kishimoto (2003) *apud* Lira and Rubio (2014) reports that the game emerges as a pedagogical innovation through Froebel, and becomes part of Early Childhood Education, emphasizing the importance of free play for child development, but also brings the idea of game as educational material to aid the educator's pedagogical practice.

According to Almeida (1992) *apud* Nallin (2005, p. 8)

It is necessary for the educator to be aware that when developing the syllabus, through the act of playing, it does not mean that there is a neglect or neglect with the learning of the formal content.

Within the game, the child recreates his reality, where most girls play house recreating the role of mother, doing household activities and having dolls as their daughters, where through this game that for him is just a fun, he naturally learns the role of being a mother and housewife, Just like girls, boys seek to represent their father, playing at work, cuddling and playing ball.

According to Gusso and Schuartz (Undated), during their integral development, children grow up and understand and understand the world around them through play and pretend that they are often representations of adult life.

And through such habits, they can reproduce their daily lives in the learning world, facilitating the construction of reflection, autonomy and creativity, thus establishing a close relationship between games, games and learning with reality.

THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION.

Play is of fundamental importance for the child's development, and this act can be considered the first social act performed by the child. According to Lopes *et al* (2017), the main characteristic of play is the construction, as well as the reconstruction of social, cultural, artistic, and historical relationships. According to what was reported by the authors mentioned above, we



perceive the importance of games being worked on in early childhood education so that they can contribute to the social formation of this subject.

We have to demystify the issue in which many believe that children are social beings who do not participate much in their socialization process, they are not passive subjects who mature exclusively from external stimuli. Therefore, we have to consider that early childhood education is one of the crucial phases for the development of the child as a social subject, in which cognitive, affective, motor and social aspects are involved.

When referring to early childhood education, we cannot leave aside the paths that it has gone through to be what we know today. According to Alves (2011) *apud Pinati et al, (2017, p. 58)*

In 1981, the National Pre-School Education Program created a new goal for the education of children from 0 to 6 years old: preschool with goals in itself. The function of preparation is removed, emphasis is given to the possibility of overcoming children's problems arising from the low level of income of the parents, generating positive effects on the educational process in general.

Also according to the author mentioned above, with the creation of the Statute of the Child and Adolescent, as well as the law of guidelines and bases of education, the education of children from 0 to 6 years of age in school spaces became one of the rights of the child to have access to Education. Soon after, came the Curricular Reference for Early Childhood Education (RCNEI), which presented some objectives, and also pointed to some suggestions, where "it exposes the mark of formal education, intending to have priority in obtaining content, determining the maximum value of writing and school content" (ALVES, 2011 *apud PINATI, 2017, P. 58*).

We noticed that the pedagogical practice of many teachers of Early Childhood Education was focused on the acquisition of writing and reading skills, disregarding the formative aspects of play, playfulness, often trying to control children, leaving them seated, and they are in the phase of discovery through movement, play and playfulness. Hence the great importance of working with these aspects in early childhood education. Since, for a child to learn Portuguese and mathematics better, it is necessary that he has developed gross motor coordination, in order to acquire fine motor skills.

Playing is considered one of the main expressions of children's behavior, playing through games and games, makes the child interact with their material and emotional environment, composes knowledge, adopts and generates culture and also establishes and certifies their own way of being and being in the world (PINATI *et al, 2017, p.59*).



It is necessary for all teachers to have this understanding, because games are of fundamental importance for the development of children, not only cognitive, but physical, motor, social and affective.

Children are considered social beings immersed, from an early age, in an already constituted social network that, through the development of communication and language, construct peculiar ways of apprehending reality. By associating this with the broadening of their context of social interactions, children expand their possibilities of assimilating the world around them, thus expanding peer cultures and reconstructing adult culture (CORSARO, 2002, p. 23).

According to the above, we must work on play in early childhood education, not only as a simple game to pass the time or to serve for children to spend their energy, but all activity must be oriented and with a pedagogical purpose, which aims at the integral development of the child, considering the aspects mentioned above.

METHODOLOGY

The present work is a bibliographic research, with qualitative analysis, which according to Gil (2008) "is developed based on material already elaborated, consisting mainly of books and scientific articles".

To carry out this research, articles were searched in the Scielo database, with the combination of the words, play, games and early childhood education, in the CAPES database and in Google Scholar. The inclusion and exclusion criterion was based on the choice of studies that addressed the theme more precisely.

First, the articles were chosen by their theme, and after reading the abstracts, the possibility of using some of the articles found was discarded, as they did not meet the inclusion criteria that was applied for their choice.

The discussion is based on authors such as Soller (2009) 210 new cooperative games for all ages, Lira and Rubio (2014) The Importance of Play in Early Childhood Education, Nallin (2005) the role of games and games in early childhood education, Brazil (1998) Curricular reference for early childhood education, Piaget (1973) where does education go?, Winnicott (1975) play and reality, Vygotsk (1984) Thought and Language, Froebel (1912) Letters to a Mother on the Philosophy of Froebel, among others.



DATA ANALYSIS

The results indicate that play and play are of fundamental importance for the child's development in several aspects, as already mentioned in the introduction.

In the light of the theory of Ronca and Terzi (1995) *apud* Tezani (2004), the ludic allows us to understand the limits and possibilities of the child's assimilation of new knowledge, since, through the development of the symbolic function and language, the individual knows and interprets the phenomena around him, working with the limits between the imaginary and the concrete.

According to Winnicott (1975), playing facilitates growth and, consequently, promotes health. Not playing in a child can mean that they are in trouble, which can harm their development. The same can be said of adults when they do not play or when they prohibit or inhibit play in children, depriving them of moments that are important in their lives.

In the act of playing, in addition to combining heterogeneous materials (stones, wood, sand, paper), the child makes sophisticated creations of reality, developing his creative potential, transforming the function of objects to satisfy his desires, such as using a small piece of wood and pretending to be a cell phone. It is not necessary to have sophisticated toys to play with, anything in a child's hand becomes a toy and no one can dispute this (Benjamin, 2002 *apud* Queiroz *et al* 2006).

For Piaget (1973), games and playful activities will become significant as the child develops, with the free manipulation of varied materials, he starts to reconstruct, reinvent things, which already requires a more complete adaptation. This adaptation is only possible from the moment she herself evolves internally, transforming these playful activities, which is the concrete of her life, into a written language that is the abstract.

For Froebel (1912c, p.55)

Play is a purer spiritual activity of man at this stage, and at the same time typical of human life as a whole—of the natural life within man and of all things. It gives joy, freedom, contentment, external and internal rest, peace with the world... The child who always plays, with determination, self-esteem, perseverance, forgetting his physical fatigue, can certainly become a determined man, capable of self-sacrifice for the promotion of his own good and that of others... As we have always pointed out, play at any time is not trivial, it is highly serious and of profound significance.

Play is a child's natural language, and it is important that this activity is in school from kindergarten, so that children have access to playful activities from an early age and through these they can express themselves. Play is a non-verbal language, through which children show how they interpret the world.



It is noted that today it is necessary to train educators, to guide parents and society about the importance of working with play in childhood and that playing is part of a pleasurable learning and is not only leisure, but an act of intervention of learning problems.

As Oliveira (2002) states, the creation of collective learning environments in preschools has been increasingly advocated. This environment of child-to-child and child-teacher interaction promotes children's ability to relate to peers from an early age and through this interaction they learn to interact in the social environment.

According to (BRASIL, 1998) this school stage has a socializing role, providing the development of children's identity through diversified learning carried out in situations of interaction.

Therefore, the teacher should be a mediator, acting indirectly by arranging the learning context, stimulating children's interaction and directly as he interacts with them. Assisting in the student's learning process and at the same time learning with him, because the teaching-learning process takes place through the interaction between teacher and student, both are active agents of this process.

For Cerisara (1998), play takes on the role of a cultural activity. Among these skills, social experience is emphasized by Vygotsky (1984), who claims to play a dominant role through the process of imitation. For him, when the child imitates the way in which the adult uses instruments and manipulates objects, he is mastering the true principle involved in a singular activity. From this perspective, pretend play allows, for example, the child to perform a more advanced task than usual for his age. When a child sets the table while playing house, he or she is developing a skill that can be useful for later life.

Therefore, according to Moyles (2002), it is necessary to have a balance between free and directed play, as both are necessary for the child's development. Since free play promotes the child's discovery, creativity, and autonomy, properly directed play by the teacher enables the child to learn from the knowledge he or she does not yet have; The teacher can suggest a game, show how to play, interact in the game, organize materials and space, so that play is being guided, but it does not lose its playful function if the child has freedom in his choices.

For Orlick (1989) *apud* Correia (2006, p.155) "we will not be able to maintain a humanitarian environment in our society by reproducing a social system based on rewards and punishments". That is why it is necessary to work on games (especially cooperative games) with students to change these exaggerated behaviors of competition. Thus, through games, we must



prepare our children for the capitalist and increasingly competitive world in which we live, so that they can become more supportive adults.

CONCLUSION

The results of the research indicate that although studies prove benefits related to this learning provided by games and games in early childhood education, some educators can still find difficulty in teaching these contents that are of paramount importance for a more effective learning of the child, where these teachers feel difficulties in understanding the playful universe, without also understanding the true meaning of play and play in early childhood education.

That is why it is so important to create preschools with playful and collective learning environments, such as; the toy libraries that, according to Cunha (2002), the toy libraries were created with the objective of providing stimuli so that the child can play freely. Through play, she will learn much more than a Portuguese or math lesson, but also lessons that will serve her whole life, a lesson in citizenship, thus forming our children into critical and reflective citizens.

Therefore, the educator needs to reflect on the issue of playing, as it is the opportunity for him to observe his practice, analyzing the advances and needs of each child, seeking to reorganize and plan his work proposal, in view of the benefits of these practices that collaborate for the integral development of the child.



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