

A review of the influence of games and play in the teaching/learning process of students in the perception of teachers

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ABSTRACT

The game is seen as a cultural phenomenon, even when it does not end it remains preserved in our minds and thus passed on between generations, in addition to which one of the basic characteristics around the game is the fact that people perform it of their own will, not being an obligation and needs to have a beginning, middle and end, The game needs to generate tension. The aforementioned author points out that the game has its roots in the primitive realm, so we like to play, because it does not have a function only of fun, playing is synonymous with learning, which ends up happening in a pleasurable way. When playing, we mainly work on our cognitive, awakening and bringing out skills that are dormant in the mind, needing a stimulus, because the game is already born in thought where it provides the discovery of oneself, but it needs to be executed.

Keywords: Cognitive development, Early childhood education, Learning games.

INTRODUCTION

The game is seen as a cultural phenomenon, even when it does not end it remains preserved in our minds and thus passed on between generations, in addition to which one of the basic characteristics around the game is the fact that people perform it of their own will, not being an obligation and needs to have a beginning, middle and end, The game needs to generate tension. The aforementioned author points out that the game has its roots in the primitive realm, so we like to play, because it does not have a function only of fun, playing is synonymous with learning, which ends up happening in a pleasurable way. When playing, we mainly work on our cognitive, awakening and bringing out skills that are dormant in the mind, needing a stimulus, because the game is already born in thought where it provides the discovery of oneself, but it needs to be executed (Huizinga, 2000).

In this sense, Haetinger and Haetinger (2012) report that games and play are sources of relationship with the environment in which we live, from the simple toy to the most expensive game we start to relate to man in society, and in the field of education the game plays a very important role, as it develops the child's cognitive and affectivity.

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In relation to games, throughout history, with the execution of research and studies, they began to look at the playful activity in a valuable way for the child, all this by observing their great growth. So, it was clear that games play an important role in acquiring knowledge and facilitating learning. In the school environment, it will be through play that teachers will develop a perception and will be able to know a little more than children in a broad way (Jesus, 2010).

Kishimoto (2004) states that there are varieties of games and games, such as traditional games, symbolic games, rule games, motor games, singing and folkloric games that reflect and encompass an entire historical and cultural scenario of each region.

By continuing in this matter of play and fun, the games cause satisfaction and sociability among those involved. According to the BNCC National Common Curricular Base, Games and games are activities performed in a time limit and in a certain space, they can be characterized by the change or creation of rules where those who will participate will have to obey them, with satisfaction when performing the game (Brasil, 2018).

Kishimoto (2004) reports that certain games and games remain the same, as they do not undergo any type of change, or still have some characteristics of the past, and may vary from location to location depending on each cultural expression that the games and games originated and/or propagates. The author also points out that games and games have characteristics according to the classes and social environments in which individuals lived, such as folkloric and singing games, so it is considered that traditional games are part of the cultural heritage of peoples at a certain time in history. With this, the same games and games that the peoples of ancient times performed can be seen even in current times, exemplifying the peoples of Greece and the East where they had as fun the act of throwing pebbles, jumping hopscotch or flying a kite, where you can see these gestures or similar characteristics today, being able to highlight that they were passed from generation to generation.

When we consider the theme in question and taking into account the available theoretical knowledge, combined with our experience as students of basic education from the 5th to the 6th grade and now as Physical Education students, we perceive a neglect in relation to the thematic unit of Play and Games. During our experiences, it was possible to observe that teachers no longer provide students with the opportunity to experience games and games, emphasizing only sports, more specifically soccer or futsal in Physical Education classes.

In view of these issues, we realize that part of the teachers is limited to formal education, leaving aside playful activities. The realization of this research will contribute to future studies selected on this theme, providing subsidies to understand the importance of play and games in Physical Education and how its absence can affect the development of students.



Considering the above, the following question arises: through the literature, how do teachers perceive the influence of games and play in the teaching-learning process of Early Childhood Education students?

OBJECTIVE

With this, the main objective is: to analyze the influence of games and play in the teaching-learning process of students in the perception of teachers.

METHODOLOGY

This study is the result of an integrative bibliographic review, which, according to Gil (2008), aims to develop studies based on materials that already come with preparation, which allows the researcher to achieve a lot of knowledge and results, without having to go to the field.

This research was built through pure nature, where according to Gil (2008), it is about scientific progression, as it is not directly concerned with the practice of research, it only develops the knowledge already applied. It is an exploratory study, which according to Gil (2008), aims to know specifically a subject and become familiar with the problem he is researching.

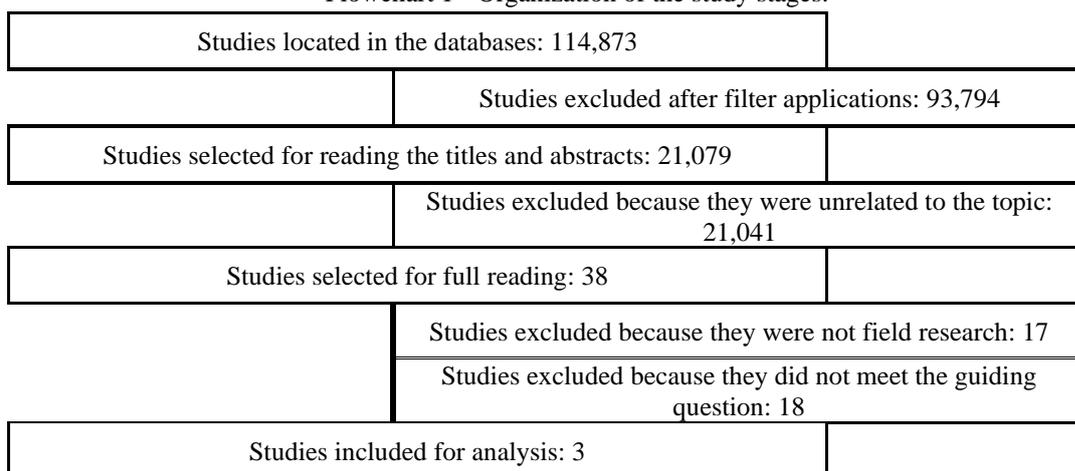
It has a qualitative approach that, according to Teixeira (2011), the researcher seeks to minimize the distance between theory and data, between action and context, of understanding the studies. The work has the following guiding question: "how do teachers perceive the influence of games and play in the teaching-learning process of Early Childhood Education students?".

In order to answer this question, this research was carried out in the databases, Google Scholar, Capes Journals and Scie-Lo. The following descriptors and Boolean operators were used as a search strategy: "importance" AND "games" OR "games" AND "early childhood education".

The inclusion criteria were: time frame that included works carried out between the years 2018 and 2023, works before these dates were not included, only works in the Portuguese language with the fruits of field research were used. Another inclusion criterion was to work with research focused on Early Childhood Education. After the filters applied in the databases, (20,900) were identified in Google Scholar, (177) in CAPES journals and (02) in SciELO, in the three databases 38 articles were selected resulting from the selection of text by title and reading of abstract, there was no exclusion due to duplicity. Then, 21,041 articles were excluded because they were not related to the theme, resulting in 38 articles for full reading, 17 articles were excluded because they were not field research and 18 because they did not meet the guiding question, leaving only 03 for this research. Finally, it was possible to build flowchart 1 so that we have a better visibility of the stages that take place in the process of this research.



Flowchart 1 - Organization of the study stages.



Source: authors' organization.

After data collection, the analysis was carried out using the Bardin (2016) analysis method. This method consists of a series of steps that facilitate the direction and organization of the study, allowing you to visualize what should be done throughout the process.

The first step in this method is the organization of the data. In this phase, the collected data is organized in order to enable a clear and systematic visualization of all the information obtained. This involves categorizing the data according to the relevant characteristics and creating an organization system that facilitates further analysis.

After the organization stage, the coding phase follows. In this step, the data is thoroughly examined and assigned codes or labels to specific pieces of data. These codes represent categories or themes that emerge from the data and assist in identifying patterns, trends, or relevant information.

Once the coding is completed, the categorization stage is carried out. In this phase, the encoded data snippets are grouped into similar categories or themes. These categories represent the main elements identified in the data and can be used to answer research questions or to gain insights into the phenomenon under study.

Finally, after going through the three phases of Bardin's (2016) method of analysis - organization, codification and categorization -, the results of the analysis are reached. These results consist of the categories identified, the patterns observed, and the conclusions or interpretations derived from the data analyzed.

Thus, the use of Bardin's (2016) method of analysis provides a structured and systematic approach to the analysis of the collected data, allowing a deeper understanding of the phenomenon studied and contributing to the reliability and validation of the results obtained.



DEVELOPMENT

RESULTS

Chart 01 - Organization of the results obtained in the articles.

Author / Year	Title	Objective	Results
Corasari, Vagula and Nascimento (2018)	The importance of play in early childhood education: Axis and movement.	Understand the importance of playing in the Early Childhood Education and its contributions to the child development.	In the article analyzed, the research showed relevant contributions in the practice of play for the development and learning of the child. It showed that the teachers give more specific importance to the sung games that work in axis-movement, and the school researched in turn provides spaces conducive to this action.
Nascimento (2019)	The importance of playing in early childhood education.	To present how interaction occurs in play during early childhood education in a school in Sinop-Mato Grosso.	It was found that in this research the importance of playing was extracted, providing a great development in various aspects of children in imagination, social life and among others, it was also noticed that by completing a pedagogical planning using play as a resource, it provides a way of learning, where the child's life becomes something great with many benefits that they will take to adult life. In this sense, the students were very noticeable in the affectivity, interaction with themselves and with colleagues, the activities developed contributed a lot by taking the children to obtain learning
Leonardelli, Conti and Barbosa (2021)	Games and Play in Early Childhood Education as a Rescue of Cultural Identity in Childhood	To verify how is the perception and work of teachers with the Play in early childhood education in the daily life of the classroom.	It was identified that from this research it was found that games are essential in the school life of a child, because several skills are developed in the act of playing. In this sense, in relation to teachers, many are aware of the importance of playing in the lives of students, but they continue to use traditional teaching, thus leaving play forgotten.

Source: authorship

DISCUSSION

In the research carried out by Corasari, Vagula and Nascimento (2018), the importance of playing as an efficient educational strategy was evidenced. The teachers demonstrated knowledge of this efficiency and used activities such as games in their classes, especially the sung games that work the axis-movement.

The school decided to promote spaces for the execution of these games and games, since, when well prepared by teachers, they help in psychomotor and social performance and learning, providing a moment of fun in which children develop a good relationship with each other. Games and their movements can be used by teachers in the classroom to make learning more dynamic and interactive, helping to keep students' attention.

In addition, Parick (2003) states that the teacher should be the mediator of activities that arouse the



interest of students, building playful activities that stimulate their curiosity and create an emotional bond with children, increasing students' interest in learning.

In view of this, Lima and Pessoa (2020) detail that playing is not just an act of fun, but has several benefits for both school performance and social development. However, they point out that some schools face difficulties in offering adequate spaces for play.

According to Magalhães, Santos and Silva (2013), games and games, especially in early childhood education, should not be used only as moments of leisure. The study points out that the playful aspect of play is indispensable in the practice of teaching for early childhood education and should be included in the school curriculum, allowing the child to socialize with adults.

Regarding the study by Nascimento (2019), he points out that in the phase in which the child plays gives them the possibility of experiencing moments of their life with affection and tranquility, which allows the desire to communicate, develop dialogues and awaken their creativity according to what they discover themselves, thus causing the possibility of manifesting their senses of affection, cognitive and social, actions that can accompany them throughout life, in addition to these characteristics, playing brings out motor coordination. In one of the answers, the teacher mentioned that play is important so that they can pass on their activities so that the child achieves their goal in a more flexible and dynamic way, because at the same time that the student plays, he learns.

Thus, the study shows that teachers recognize the value of games and use them as pedagogical tools in their activities for early childhood education students. This facilitates the development of children and contributes to a good performance in communication between them and with those in their social environment. Playing stimulates reasoning, creativity and emotional development, providing learning and benefits throughout the student's life. During the observation of the school for the research, the practices of the games were well prepared and, through them, the students interacted better and built knowledge. In addition, the games offer flexible methodologies for the teacher, allowing him to make adjustments if the expected result is not achieved in the planned activity.

Bueno (2010) emphasizes that the playful activities present in play and games offer benefits, stimulating a critical look of children and promoting greater development and knowledge of reality. The author also highlights the importance of adequate planning on the part of the teacher for the success of the activity. Based on the research carried out, it is evident that teachers and coordination seek to value the action of playing, however, it is necessary that they have knowledge about how to perform such activities.

In the authors' article: Leonardelli; Conti and Barbosa (2021), they work on the issue of how playing influences student learning during early childhood education, how it develops psychomotricity, aspects of imagination and creativity, especially in cognitive development.

In this sense, we can perceive in the article the great relevance of games in children's lives, when



worked as pedagogical resources, including games that are part of the culture, as well as any others. In view of this, Farias (2022), agrees that playing and playing improve children's skills, such as: motor and cognitive skills, the author also points out that playing has been proving to be a powerful tool for learning.

Santos (2016) also states that, when working on playfulness, games and games in early childhood education present great cognitive development of students, stimulating the power of creativity and student interaction, including children who are in this phase are also learning to relate to the world.

Regarding the teachers' perception of play and games in the teaching-learning process, it was found that teachers are aware of the importance of playing in the school environment, however, they do not use it as a pedagogical resource, preferring to use formal teaching, however, as the educator has the knowledge that playing develops social cognitive aspects, Affective and physical, they need to be innovative and critical, as children learn best by playing and or playing.

Santos (2016) states that teachers need to reinvent themselves, organize games that promote the learning of these students. Games and games should be part of their planning, another approach of the author is the issue that teachers should present to parents the importance of both in the lives of children, as a teaching tool.

Martins, Vieira and Oliveira (2006), corroborate the results of their research, which aim to characterize the conceptions of Early Childhood Education teachers in relation to the importance of playing in the education process.

So, the authors obtained as a result the question of teachers reaching a consensus on the relevance of playing, however only theoretically do they recognize that the practice of working games and games are linked to knowledge, as they are not always used in their classes. The teacher's difficulty in relation to the execution of games in their classes was also addressed, as there is a whole context that needs to be analyzed, such as the lack of structures in schools, such as small rooms, without conducive places to carry out the activities. With this, it was possible to verify in this research, as well as in the previous ones, that teachers are aware that playing and playing provide learning for children, however they do not implement it in their classes.

FINAL CONSIDERATIONS

The present study aimed to analyze the influence of Games and Play on the teaching-learning process of students on the perception of teachers. With this, it was noted how important it is to play games and games in this teaching-learning process in the lives of children in early childhood education, as studies show that both play a fundamental role in physical, motor, social, emotional and cognitive development.

Considering the aspects addressed, it is important to report that teachers recognize that the act of playing as a teaching-learning tool influences students to be able to absorb knowledge in a more



pleasurable and efficient way, however this study also shows that most teachers do not use it as teaching tools for their classes, This happens due to the lack of structure in many schools, the lack of teacher planning and mainly due to the fact that these teachers do not know how to identify what the games and games are working on the children, that is, the lack of teacher planning and lack of qualification end up leaving the issue of play to be desired, even though they are aware that it is important for the teaching and learning of these children.

Therefore, in view of this theme, it was possible to carry out a comprehensive study on the thematic unit Play and Games in which we can see the importance it has in the lives of children, it would be interesting to have more field research focused on this area, because according to our studies we saw the scarcity of these works. Another essential point would be to work within this theme on the training and role of the teacher related to playing and playing as a learning tool.



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