

# Chapter 102

## The playing with young children

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### **ABSTRACT**

This summary presents the importance of playing in the development process of young children. Many studies at the national level discuss considering play in the different social spaces in which they are characterized as potentialized childhood learning. In the educational units that serve the children, they must have a perspective focused on this stage, considering their singularities and their entirety. Our question is to demonstrate the importance of the lived experiences that provided conditions for children's games. Our objective is to present the importance of playing with very young children and safeguarding their rights concerning the body in this age group of human development. The methodology was from the qualitative perspective. In this way, playing is right and part of the different languages as a way of being and relating to the world in which they live.

**Keywords:** Play, Young children, Head Start Education.

## **1 INTRODUCTION**

Childhood is a very intense period of experiences and learning, and imagination because fantasies are part of the child's imagination. At this stage, the productions focus on bodily movements, considering their life history, which constitutes themselves as subjects of rights interacting with their peers and the world.

From the moment children are born, they use their body language to get to know themselves, relate to adults, move around and discover the world. The exploration and appropriation of their multiple languages expand their forms of expression, these discoveries made with the body leave marks that are incorporated into effective learning.

A healthy body movement with one's own body and its use in learning are practices that should be cultivated throughout human training. Thus, Ortis and Cisele (2012) say that talking about a body that develops, in the sense of acquiring more elaborate skills, would be talking about the organism that conducts this body and the different physiological systems. The use of the body allows pleasant memories so that the child learns the meaning of the lived experiences.

In addition, Freire (1989) says that children are specialists in playing, creating, experimenting, and organizing their activities bodily. While playing, the child seeks the desired information, establishes coordination, systematizes his ideas, checks, experiences sensations, motivated by an inner need, carried out by the activity itself.

All of this demonstrates the importance of providing conditions for children's games. We agree with Vygotsky (2007) when he says that a game meets the needs of children and welcomes their desires. Any toys or instructional material can be used, as long as they provide the child with real opportunities for physical or mental work, such as boxes, mobiles, collections of objects, balls, strings, a shuttlecock, and others.

In this sense, the elements of the child's social life are in play. And this is an activity learned in the culture and it is through playing that she will constitute herself as a subject. In this way, the objective is to present the importance of working and playing with very young children, safeguarding their rights about the body in this age group of human development. We present a qualitative perspective based on Bogdan and Binklen (1994), Gonzalez Rey (2015), and Denzin and Lincoln (2006) in the discussion on the subject, as well as other authors who collaborate in this study.

## **2 DO YOUNG CHILDREN PLAY?**

At other times, playing was guaranteed in the spaces of houses, streets, squares, and parks. Currently, children are continually losing this practice and more and more environments that serve childhood need to provide playful opportunities with educational intentions.

The child is an authentic being who, when playing, creates possibilities to expand his bodily capabilities, his awareness of the other, his perception of the world, and himself. For the child, play is an activity that is taken as seriously as work is for the adult. The elements of social life are in playing and thinking about it not only in the methodological scope but in the human essence. We recognize playing as a means of bonding, making bonds, and establishing relationships between nature, peers, adults, structured and unstructured objects, and everyone around them.

For Château (1908) small children play in different ways with increasingly elaborate symbolic games such as make-believe, motor exercise, rule games, and others. In this sense, we understand that play reveals itself in several competencies unfolding in different functions attributed to human activity. In the same way, Tristão (2006, p. 40) says that "Educating very young children in collective environments is a profession characterized by subtlety. [...] This subtlety is present in everyday acts, apparently not very significant, but which reveals the importance of teaching work with babies. "

By playing, the child expands the cognitive, affective, and motor dimensions through the different spatial arrangements that contemplate the essential playfulness for the development of the biological, psychological, social, and historical dimensions of young children.

Gomes (2019, p.02) emphasizes that children's play is "composed of flexible rules, which carry the primary function of entertaining and which flows in times and spaces at the choice of the player, of a timeless nature, being more exclusive to Children's Culture".

In this sense, we can say that play is a social activity for children, where children can think, experiment, elaborate their hypotheses, develop their imaginations, building real relationships with peers.

Brougère (2000) reiterates that the game is the place of socialization, administration, relationship with others, and the acquisition of culture. However, all this is done according to the child's rhythm and presents a random and uncertain aspect.

In this logic, the organization of time and spaces in daycare centers and preschools must consider the needs related to rest, food, and hygiene of each child, taking into account their age group, their characteristics, their culture, and lifestyle that brings from home to school (BARBOSA; HORN, 2001).

Thus, according to the Pedagogical Proposal for Early Childhood Education (2009) of the Municipal Network of Cuiabá, there are countless organizations of times in which space reveals itself as a place of experiences, children's authorship, cultural belonging, identity processes, playfulness and with local narratives.

Given this and considering that Early Childhood Education should enable the integral development of children, the spaces they have access to and which they explore must provide games loaded with social and cultural images, freedom of movement, security, and possibilities for socialization. However, it is not enough merely to offer appropriate places, the physical spaces must be significant, respect local values, and be transformed into learning environments.

### **3 CONCLUDING REMARKS**

In this way, we start from a collective understanding when considering spaces as potential educational scenarios, privileging narrative and playfulness in their articulation with spaces intended for childhood.

Playing and movement are the main languages of the child at this stage. Establishes a cultural and social relationship that helps in the construction of their representations of the world in the understanding of meanings. We understand that spaces are not neutral, they are fundamental categories of human existence and experience that act directly in the formation of subjects in their constitution, composed of beliefs, conceptions, and representations constructed collectively.

Therefore, playing is a means of elaborating the maturation of the rigid routines associated with the practice of a playing adult. The language of playing does not only belong to the children's universe, it permeates the relationships that are established between their peers, in the sense of weaving interactions, communications, and productions of ways of being and relating. After all, it is through play that children and adults interact, represent, and create the world.

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