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IMPORTANCE OF PLAYING IN LITERACY

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Abstract: With this work, we aim to present a discussion about the importance of play in the educational process, as well as in helping children with learning difficulties. We argue that playful activities contribute to the formation of the subject and the construction of knowledge, given that children need to be stimulated, in order to develop as creative and participatory citizens inside and outside the school environment.

Keywords: Playing, entertainment, teaching and learning.

INTRODUCTION

We live in times of change in education. In contemporary times, there is an urgent need for new perspectives, new directions, concepts that are being surpassed by others. An example of this is the space that play has taken up in schools, with the aim of complementing and assisting in the teaching and learning process. “Nothing stops me from making the personal discovery that play is extremely important for learning.” (PERISSÉ 2008, P. 33). Based on this phrase by Perissé, from the third chapter of the book *Introduction to Philosophy*, we decided to write about playing at school and how this playing helps in the educational process.

Playing is essential to a child’s physical, emotional and intellectual health. Toys are intermediary means between the reality of life that children cannot embrace and their natural fragility. Playing is an everyday reality in children’s lives, and while they play, they exercise their imagination. Imagination is an instrument that allows children to relate needs to the reality of a world that they know little about, it is the means they have to interact with the universe of adults, a universe that already existed when they were born and that only gradually will be able to know and understand.

Antunes tells us that “there was a time when opposition was sought between playing and

learning”, because the place to play was not in the classroom, it was a place for “learning”. Fortunately, with the passage of time and discussions on the topic, we are overcoming the obstacles, “and the moment is not far away when the construction of the Self and knowledge will be together like hopscotch”. (ANTUNES p. 7.)

Children’s play is a means of communication, pleasure and recreation. Its main characteristic is that it is a space, a possibility for action, that the child dominates or exercises based on their own initiative. In the game, the child has the ability to make their own decision, they decide whether or not they want to play. This child’s play has a relationship with learning, as it is through playing that they learn to play; By learning to play, she learns a certain type of communication that differs from her usual way.

Playing allows children to better master communication, and makes them enter a world of complex communications that will later be used in educational exercises. The child, when starting the game, already needs to decide whether or not to accept the adult’s or play partner’s proposal. Deciding to play, for a young child, can be synonymous with fun, but there needs to be room for decision-making, otherwise, play will not bring the gain that we want to defend here for their integral development.

It is important to think that the child needs to be stimulated, as “stimuli are the food of intelligence”. Without stimuli, children grow up with limitations and their development is compromised. But caution is needed, as “excessive stimulation has the same meaning as food in excess of the need” (ANTUNES, p. 18).

Interest in play is important, because it can also turn into exercise. When the particularity of the game is maintained, there are elements of uncertainty, the absence of consequences and the decision of the child’s initiative, thus, they themselves define the spaces for

experimentation, where the adult must not interfere too much, because there is a risk of destroying the child's interest in dominating his space of experience.

The adult can also play with the child, especially if he/she invites him/her. In this case, it is easier to suggest some intervention, as it was the child who asked the adult to participate. This intervention is quite delicate, however, if the teacher knows the game well and how the children play, he/she will do it in the best possible way, without harming the game. This way, children's discussions are discovered, topics are evoked that express their difficulties in understanding the world, or even, on the contrary, a great interest in a certain aspect of the world.

It cannot be forgotten that children live in their own world, where their desires are often converted into reality through the act of playing. Children have an extraordinary capacity for imaginative creation. She tends to give everything around her and herself particular roles or functions. In their first years of life, fiction plays an important role in play.

As her age advances, she plays with the information she receives. What she hears, observes and experiences in her daily life, in her emotional relationship, is represented spontaneously. And so, she looks for a language, a way to express all her fantasy, her sense of reality. This way, it is understood that it is convenient to allow the child to play pretend; to be this or that. "Learning as a sequence of experiences that are associated with the knowledge already acquired and integrated into the environment, thus building the concept". (FERREIRA, 2001, p. 11)

During play, the child or adult creates and lets their creative capacity and freedom flow. The child expands their capacity and organizes, along with affectivity, their gestures, the notion of shapes, colors, sounds and even thoughts, thus managing to take this capacity

to the outside world. The best way to do this is through play.

Games and games enable children to imagine, create and pretend. They function as a learning workshop that allows the student to experiment, use, define, make mistakes and essentially learn.

The important thing is to offer the child opportunities for lots of spontaneous play and free play, so they will enjoy the joy of playing together, promoting their socialization. Children "need and are capable of learning from other people, interacting and expanding their social relationships". Playing freely provides many educational opportunities: body and mental development, creativity, cooperation and forms of communication. (MATTEI, 2014, p.30)

The toy enables the emergence of spontaneous and improvised behaviors. The direction the toy takes is determined by the different personalities of the child, the group and the social context in which the children live. Standards and norms can be created by participants; there is freedom to make decisions. This way, toys are the essence of childhood; It is the vehicle of growth and an extremely natural environment that allows children to explore their world, as much as that of an adult, enabling them to discover and learn about their feelings, their ideas and their way of reacting.

Toys are food for a child's hunger for knowledge. They are influenced by age, presence of companions, in addition to aspects linked to novelty, surprise, complexity and variability. The game can provide a differentiation of roles, can be cooperative, competitive, or permeated with moments of cooperation and competition. The toy allows children to progress efficiently and tremendously. The more the toy allows the child to explore freely, the better.

It is through play and games that children

form concepts, select ideas, establish logical relationships, integrate perceptions, and make estimates compatible with their physical growth and development. Children, when experiencing the game, are entertained to the point of believing that they really are this or that character. Although they do not entirely lose their sense of reality, they are transported to a world populated by animated objects, full of intentions, a world where everything is possible.

It is at preschool age that children are able to deal with representations, when their actions are no longer motivated by their perception of objects, but by what they imagine is possible to do with them. It is at this moment that games that involve imagination and make-believe begin to appear, where one object represents another and, in its absence, the child works with meanings.

For Vygotsky, the process of thought formation is, therefore, awakened and accentuated by social life and the constant communication that is established between children and adults, facts that allow the assimilation of the experience of many generations. "Everything new in development comes from outside, replacing the child's own ways of thinking." (VYGOTSKI, 2008, P. 107)

The way speech is used in social interaction with adults and older colleagues plays an important role in the formation and organization of individual complex and abstract thought. Children's thinking, largely guided by the speech and behavior of more experienced children, gradually acquires the ability to self-regulate. If in children's first games and in those involving imaginary situations the pleasure is in the process and in the activity itself, in games with rules, it is obtained by the result achieved, and by complying with the rules of the game. These are games that allow children to self-regulate and even self-evaluate, as the rules are

established at the beginning of the game and are available for all participants to know.

Every toy involves representations, which coincides with written language, since it too is entirely based on representations and signs. In this analysis, it is clear that toys, in preschool, acquire a different meaning from the activity that only refers to going to the playground. Playing is no longer seen as a physical activity, becoming privileged as a necessary condition for the development of the ability to represent, as well as an activity that can contribute to the understanding of concrete reality.

The games of preschool children often involve imaginary situations, situations in which role-playing is the strong point. When she plays school, being a teacher, all her actions must correspond to those consistent with the role she is playing.

It is through games and games that children communicate with each other, while adults have other means, they do not need to play with people to communicate. When children share their experiences, they interact and respond to influences in a reciprocal way. In the game, they play roles at each moment, which need to be coordinated with the roles played by their partners. As they play, they ask questions and wait for an answer and, this way, communication and interaction between children occurs.

It is during play that children try out different roles, alone or in relationships with other children. Play helps children understand what regulates a situation, its present rules, in a symbolic game of roles. This way, they learn the social characteristics present in their experience in a given culture and that represent relationships and roles.

A child who has the opportunity to live with many people within the family life, or to attend a school where he can be, on a daily basis, with children of different ages, will have a greater development of his repertoire of

socially significant words and more capacity to deal with group situations.

The considerable increase in socially significant words allows the expansion of children's relationships beyond their family nucleus, as they can speak to other adults and children, communicating their ideas, their desires, their ways. It is enough for the child to have contact with other people for their repertoire to change appreciably. However, this process is neither fast nor linear; It takes many years for children's language to evolve from egocentric forms to those of adult language.

To guarantee all children an effective equality of opportunity to learn, the desired democratic school must take into consideration, the diversification of its audience. To this end, she must consider in her work the life experiences and psychological and sociocultural characteristics of the students she serves, seeking a pedagogical-didactic adaptation to the reality of the people involved, making a truly meaningful learning process possible.

Games and toys provide learning by doing, and to make the most of them, they must provide dynamic and challenging activities that require active participation from the child.

Playful activities promote imagination and, mainly, the subject's transformations in relation to their learning object. From the first years of life, games and games are our mediators in our relationships with things in the world. We learn to relate to the world through games and play. Thus, the game has a prominent role in education, as it is the basis of the cognitive and affective development of human beings. The game has fundamental aspects for rational and emotional learning.

The game is believed to be as old as human existence. Primitive man already had his games and games, which reiterates play as something essential and elementary

for humans. The game is different for each age, culture, environment and truths of each community. Thus, the importance of using games in the educational process can be seen. The game promotes learning, whether informal or formal.

When creating a game, the educator must keep in mind the objectives they want to achieve. He must be attentive to the child's developmental stages, taking care in choosing the material, predicting the duration of the games, thus providing as many opportunities for action and exploration as possible.

The more information educators have about the process of learning school content, the greater the chances of improving pedagogical practices. Thus, the importance of the educator's awareness of the objectives they wish to achieve and the relationship of the proposed activity with them can be seen. This way, it is up to him/her to encourage the use of games and games, in a way that allows the child to discover, experience, modify and recreate rules.

It is necessary to organize pedagogical work in such a way as to meet all the needs of each classroom, and even more so of each student, where we can organize them by age group, by interest group, by difficulties and even in a heterogeneous manner so that there is a complement.

For Gardner:

Because intelligence manifests itself in different ways at different developmental levels, both assessment and stimulation must occur appropriately... In the preschool and early elementary years, instruction must emphasize opportunity. It is during these years that children can discover something about their peculiar interests and abilities. (1996. p. 32)

And one of the ways to develop such intelligence is through specific games for each of them. Celso Antunes (2012, p. 10), in his book "The game and childhood education"

tells us that “Well-organized games help the child to build new discoveries, to develop and enrich their personality, and it is by playing that they learn to extract from life what is essential in life.”

Therefore, the importance of providing activities that make sense to the learner is noted, so that they can use their learning in the context in which they are inserted, thus providing meaningful learning for everyone involved in the project.

Gardner, as mentioned above, presented seven intelligences in his theory, which are: musical, bodily-kinesthetic, logical, mathematical, linguistic, spatial, interpersonal and intrapersonal intelligence. There are records of two more: naturalistic and existential intelligence, which came after the publication of his theory.

The main focus of developing intelligence in psychopedagogical intervention is to seek new alternatives to assist educators in the teaching and learning process, especially with students who have learning difficulties.

Learning problems essentially arise from the ability to conceptualize and process information, as well as the development of skills. The most frequently affected skills are: reading, writing, reasoning and mathematics.

It is possible to notice that greater emphasis is placed on these skills without taking into consideration, that we can appropriate knowledge through different skills. As long as the school only emphasizes literacy as a notation system, it is unlikely that students with difficulties who are unable to grasp this will follow the class's development.

We know that education is a right for every child. Mantoan, in his book “School Inclusion” tells us that:

Enforcing the right to education for all is not limited to complying with what is in law and applying it, summarily//and, to discriminatory situations... a fair and desirable school for all is not supported

solely by the fact that men be equal and be born equal. (2006. p. 16)

Play is certainly a way to develop the ability to engage, to remain active and participant. A child who plays a lot will be an adult with greater chances of making decisions focused on their desires and desires. A child who has always participated in group games will know how to work in a group; Having learned to accept the rules of the game, you will also know how to respect group and social norms. It is through playing a lot that children will learn to be a conscious adult, capable of participating and engaging in the life of their community.

The toy is the child's work. As previously reported, the toy exercises essential skills for any professionally successful adult. Certain forms of games can be extraordinarily serious: children's games, football and chess, for example, are played with the deepest seriousness.

If children play, they get used to having their free time creatively used. This habit, if well cultivated, in addition to bringing satisfaction, will transform, with maturity, into attitudes of predisposition for work. The important thing is that gratuitousness and pleasure are preserved; the taste of doing things for themselves and not just for the results that can be achieved.

If the pleasure and the habit of occupying oneself creatively remain, the professional choice will certainly be easier, and work and leisure will become so close that the only thing that will distinguish them will be their obligation. It is very common to oppose work to play, considering the former as a serious activity, while play would not be associated with the concept of seriousness.

The game can sometimes be confused with the work itself, especially in the case of spontaneous work, and the playful activity can take on the deepest seriousness. But when

education through intelligence becomes a reality, there will no longer be any reason to conceptualize leisure-work in opposition, as pleasure and creativity are preserved, playfulness will be equally present.

By playing, children develop their sense of companionship; By playing with companions, you learn to live together, winning or losing, trying to understand the rules and achieve satisfactory participation.

In the game, the law does not derive from power or authority, but from the rules, therefore, from the game itself. Once the rules are known, everyone has the same opportunities, and by participating in the game, the child learns to accept rules, as the challenge lies precisely in knowing how to respect them. Waiting your turn, accepting the result of the dice or another factor of luck are excellent exercises for dealing with frustrations and, at the same time, increasing the level of motivation.

In dramatizations, the child plays different characters, thus expanding their understanding of human relationships. When analyzing the evolution of the game in children, it is clear that initially it is egocentric and spontaneous, but little by little it becomes increasingly socializing. A seven-year-old can only follow simple rules. She often even undoes the rules, not intentionally, but because she is not yet able to remember them all. At this stage, children do not place much value on competition, as they do not yet have a very clear idea of what winning or losing means. Most of the time she plays not to be better than others, but for the simple pleasure of playing.

The educator must help to avoid arousing the feeling of fierce competition, taking advantage of the child's natural disposition to play for the simple pleasure of playing. We need to help children, encourage them to recover values such as cooperation,

respect, justice, solidarity, self-esteem, self-acceptance, self-knowledge, to face the truth about themselves, and they do this when they feel safe. Games and games are excellent ways to achieve this.

Games, stimulated appropriately, create conditions for the development of confidence, competence and self-esteem. From this, some activities were proposed that they do well with. So that they feel capable and acquire it. confidence, so in the future they will be sure that they will be able to do well. This will make the child feel motivated to face difficulties.

Cognitive and affective relationships, resulting from playful interaction, provide emotional maturation and, little by little, build children's sociability. Especially in group games, interaction happens more easily, as it is stimulated by the need that group members have to achieve certain goals. To extract richer results from this interaction, it is necessary to always change the elements within each group.

The teacher must seek a spirit of cooperation and joint work, towards common goals. The child needs help to learn to win, without ridiculing an attitude of understanding and acceptance; As a result, the child feels emotionally safe and tends to more easily accept the fact of winning or losing as something normal, which arises from the game itself. This way, the teacher can contribute to preparing the child for healthy competition, a movement in which the fundamental thing is respect and consideration for the opponent. The game presupposes social relationships.

Another important factor is the use of the game for an individual assessment of students or in small groups, aimed at the difficulties presented, with the aim of detecting the causes of these difficulties. "It aims to improve the teacher's way of mediating so that the learning process reaches ever higher levels." MATTEI, 2014. P. 80).

CONCLUSION

We can see that play is a fundamental part of the teaching and learning process, and especially for students who have learning difficulties.

It is worth highlighting the importance of the commitment of educators so that this process takes place in the best possible way, as it contributes to pedagogical practice and not to be an obstacle.

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