

105 - THE PLAYFULNESS AS PROMOTER OF HUMAN DEVELOPMENT IN THE EDUCATION OF YOUNG CHILDREN

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INTRODUCTION AND JUSTIFICATION

This research was conducted for twelve months in a MSPSE-Municipal School of Pre-School Education and Elementary School in Presidente Prudente city. She had the participation of teachers and students of courses in Physical Education and Pedagogy at Faculty of Science and Technology - UNESP, Presidente Prudente, all members of the Center for Studies and Research in Education, Playfulness and Childhood (CSREPC), and two teachers of Pre-II partner unit. The main objective was to investigate how the cultures of childhood were understood in the context of Childhood Education and was working as the axis playfulness.

We believe that this research was justified in that the results allowed the construction of subsidies relevant to the improvement of training of university students, to enrich the educational practice of teachers within the university as well as the socialization of knowledge acquired through publications and participating in events and especially to promote some changes within the Pre-School Education, with regard to activities that favor the interests present in the children's cultures.

In the current historical context, it appears that the themes: Education, playfulness and childhood gain relevance in the Courses of Teacher Training and in educational institutions and require an interdisciplinary approach in research, teaching and extension. The scientific literature on the topics, in the interdisciplinary perspective, is an elementary step, requiring researchers to new areas and taking them as objects of study and research. To do so, they become essential projects that provide conditions for study, reflection and research activities unfold and expand the scientific production and to support all interested to understand and to a clear interaction and deliberate on topics, consistent with their political and pedagogical options.

In this perspective, the main problem that arises is that the dichotomies of scientific advances resulting from a positive character and traditional conceptions of education have disregarded the playfulness as an important human dimension, not integrating the curriculum in all learning modalities. The National Curriculum for Childhood Education (BRAZIL, 1997) stands out as one of the objectives to be covered in this educational modality that should be guaranteed the resources needed for the development of different languages and skills (verbal, mathematical, graphical, musical, plastic and body) of children in various situations and meaningful learning.

There is, however, that are hegemonic in several municipal education, conceptions, including technical guidance, in anticipation of very complex skills content of Elementary School for the period of Pre-School Education, mistakenly believing that they will achieve their goals more fully. The prospect of this research, therefore, was to address the multiple languages: social interactions, play, playful and expressive activities and the game, considering that such means are indicated by different theoretical issues as fundamental to child development.

The providing material conditions, spatial, temporal appropriate and challenging, allows that children, from their repertoire and ability of understanding, to play, to have fun, to imagine, to interact and learn from different cultural elements, among others, oral and written language, logical reasoning, imagination, spatial-temporal orientation, aesthetic capacity, the use and handling of objects, natural elements, the different categories of movement and interpersonal relationship skills, especially among their pairs.

Given the above, some questions for reflection: What vision do the educators have of Childhood Education for children? Do the work at the school takes into account the student in their specificity and values the children's cultures?

It is known that in human history, there was a denial of children as being categorical, saying their relationship of dependency on the adult. For Ariès (1981), the connotation of children in each historical period had different understandings influenced by aspects: political, economic, social and cultural. The child, in middle age, did not have a prominent place, had no privileges, benefits, she was seen as being replaceable and she had a utilitarian function in society.

They were denied the point of not being heard in all aspects of life, not having reasonable experience to relate to adults' cultures. This is proved, for example, the etymological origin of childhood word derived from the latin phrase "infante" in the New Dictionary Aurelio (Portuguese of Brazil) means that "not talking", "unable to speak". According to Ariès (1981), childhood was seen as a preparation for adulthood, and the child, was considered antagonistic to the adult, a "becoming" a miniature adult, a "tabula rasa". Therefore, a adult-vision, who did not value the small and their peculiar ways of living.

To Sarmento (2006), there were children in respect to biological, but not always there was childhood as a social category of its own status. The change in the structure of society that was turning to family, made the reality of childhood to become another one. Studies on children and childhood have been increasing over the years, and today we find many scientific works on the theme, which serves as the basis for educational work in contemporary society. However, even if we have evolved with regard to the understanding of childhood, we are still in need of advances in this direction.

In the area of Childhood Education, which turns out is the lack of soundness about the knowledge of childhood. In many cases, the lack of theoretical basis of educators, make them only to focus on their practice in techniques of literacy, especially in reading and writing, failing to incorporate relevant and necessary content for the integral development of the child.

We must look at the child differently, realizing that there is not only one child and not a single childhood, there are different places and different realities, so different childhoods. In this sense, to understand the cultures of childhood is essential, since they make possible new directions for educational activities, making it an important instrument that can contribute for the improvement of children's education, presenting a set of knowledge that historically accompany childhood.

The cultures of childhood are as old as childhood. Result of the societal process of construction of childhood, coeval modernity. The generation difference, is thus, historically constructed, with effects on the evolution of social status and on social representations of children. In saying this, we refuse an ontogenetic conception of childhood cultures and distance ourselves from a perspective that "naturalizes" the modes of perception, representation and meaning of the world for children, generated from the development characteristics of specific social and performed in a social vacuum. Instead, the cultures of childhood, being socially produced, they historically constitute themselves and are altered by the historical process of rebuilding the social

conditions in which children live and conduct the possibilities of children's interactions among themselves and with other members of society. The cultures of children carry the marks of time, express the contradictions in their society, and layers in their complexity. (SARMENTO, 2003, p.4)

In this sense, the cultures of childhood must be understood as a historical expression, linked to the social context and its transformations. Sarmento (2004), to analyze the cultures of childhood, outlines four structural axis of these cultures, which are: interactivity, playfulness, fantasy of real and reiteration.

Regarding the first objective, the interactivity, the author (2004, p.23) shows that the child lives in a heterogeneous world, where it is in contact with many different realities which allow the formation of their personal and social identity. The school, church, family, pairs and social activities, among other institutions, assist that process, and the concretion of learning. Thus, the pairs' culture foster the sharing of the same spaces and relationships between equals.

The second axis, the playfulness, it represents an essential aspect of childhood cultures, and the interactive nature of playing one of its first parts. The author stresses that "the toy and the play are also a key factor in recreating the world in production of infantile fantasies" (SARMENTO, 2004, p. 26). It is important to clarify that this research when it comes to playfulness, we are referring both to the game as the play. We believe that both activities are similar, differing only by the degree of complexity. While in play dominates the imagination, at game, in turn, the rule is the predominant factor, requiring the child exchanges of views and worked synergistically with the other participants of playful activity.

For the third axis, the fantasy of real, Sarmento (2004) shows that through the imagination is that the child assigns meaning to things and build their worldview. It is a resilience in the face of adverse situations, pain and unusual experienced by her.

As a fourth axis, Sarmento (2004) points out the reiteration, noting that the child's time is always provided with new possibilities that can be duplicated and restarted at any time. This time can be both at the synchronic, in which routines and situations are recreated, as in diachronic plane, through the transmission of games, plays and rituals "of the older children to the youngest ones, so continuous and incessant, allowing that is all childhood that is reinvented and re-starting all over again" (Ibid, p.29).

Thus, it is considered that the Pre-School Education institution is a place where children should be understood as social actors because there they relate to people, place themselves before the adults and develop strategies to deal with issues of social world in which they operate. In this sense one must recognize the special nature of childhood, allowing the child to live their time, of which, the Cultures of Childhood be valued in the daily routine of Pre-School Education institutions and that the axis of playfulness permeates the practice of educators who work at this level of teaching.

OBJECTIVES

Through the initial theoretical considerations, we highlight the following objectives:

- Research how cultures of childhood are understood in the context of Childhood Education and worked the playfulness axis;
- Construct a proposal for action-research involving the two educators at MSPSE, making them participants and co-responsible for organizing, development and results of the research;
- Discuss, analyze and establish themes conceptions of education, children and childhood that guide pedagogical work in the context of Childhood Education;
- From this research proposal, to collaborate in the production codes which can assist in changing conceptions guiding the pedagogical work in Childhood Education with regard to activities that favor the present interests in children's cultures.

METHODOLOGY

For that the data could be properly analyzed and interpreted, it was selected the action-research as a technical choice. The theoretical and methodological supports allowed intervention for training and for advances in the quality of pedagogical work. It was used as a reference guide posted by Thiollent (1988, p.48-72). This roadmap does not lay down rigid forms of construction, rather than clarifies the research steps are quite flexible. Based on the author, this research consisted of the following phases: definition of the topic, an exploratory procedure, the placement of the problems, the place of theory, the seminar, field observation, sampling and representativeness of qualitative, data collection and external disclosure.

It was established by the group that all Wednesdays, between 8:00 am to 11:00 am, two groups of students, along with the teacher in each room, would take over activities related to the subject, using plays, games rules, imagination and cooperative as bases for educational practice. The appliance of playful activity in a real context enabled to raise questions, challenges and advances that were then discussed. Although this step has also established that the two teachers participate in the Research Group Body Culture: knowledge and practices, as well as an WTTTC per month, with staff of the university for studies and reflections on the issue.

Were also carried out two types of seminars. One, which involved only the team members linked to university, to study, plan and evaluate the actions of the research. This seminar, entitled: Intervention Study Group, took place on Tuesdays from 2:00 pm to 5:00 pm, when its members met to study various texts and authors, evaluate and systematize the data collected the previous week, and always with a week of advance, prepare lessons, which were passed by e-mail to MSPSE for educators to have the lesson at hand.

The other seminar was developed at school, once a month, during the meetings of the Working Time Teaching Collective (WTTTC), involving both the MSPSE educators, along with teachers and students at UNESP, and also in times of continuing education provided in the academic calendar of the partner institution. These seminars were aimed at discussion and reflection on the theme of childhood cultures. Overcoming problems, tweaks, flaks, proposals, analyzes, records, exchange information and experiences, as well as knowledge about the way the game, play, body, social interactions and the mediation process could be worked were also themes of the meetings.

RESULTS AND DISCUSSION

It was observed during the survey, the lack of activities that would enable children to experience the playfulness in the educational context, since they hardly played and when they did, reproduced standardized and impoverished aspects. They way to play brought many troublesome for the teachers and the school, because children did not know to organize themselves. They had difficulties in queues or circles and hear the explanations of the activities which, consequently, almost always turned the play into turmoil.

The motor difficulties were also another viewpoint on this important step, because the children had problems with the basic fundamental movements such as walking, running, skipping, jumping, among others. It was found that 70% of them fell at

least once during the classes, and the educators, distressed and worried about complaints from parents when students are hurt in such "accidents", they limited the play of sliding and other movements of the children. This picture was soon overcome, because the time has come to be better managed and activities, appropriate to opportunities for children, in this context, they had more conditions and freedom to create, organize and lead their plays. Make queue, circles, to discuss the rules and organize themselves to play were no longer a problem for them, and also falls ceased to exist in the proportion that occurred before.

Another positive aspect was the expansion of playful culture. It was recorded a 100% in two rooms, which proved that playing is not a natural activity for children, but due to social learning. Caregivers play a role as mediators between the students and playful culture, their intervention is essential to broaden and diversify their knowledge. It was not surprising to observe the autonomy of children before the games, because they participated actively in the classes and it was common to see them playing at other times and spaces of the school, a fact that until now was difficult to understand. Parents also brought in contributions and reported that their children now are playing better at home, leaving a little aside the television and teaching the little brothers and friends the tricks learned at school.

Another aspect to be highlighted concerns the rules. At the beginning of field work, that was the point that generated more difficulties in developing the work with the educators, because they wanted to establish strict regulations and unchanging with the children. After discussions and studies on the role of rules in activities with children, they realized that the rules exist and are important, however, we must be flexible and worked into contexts, understanding what children really need, and this gave them favored certain tranquility and the interactions, exchanges of views and the gradual construction of the rules by students.

By working with playfulness, the collective work was strengthened, which favored the emergence of behaviors in relation to values, attitudes and habits, which was felt in the performance of children and educators appointed by, for example, a substantial improvement in the solidarity conduct, collaboration among children. Several advances have been noted in relation to oral language, imagination, creativity, self esteem and socialization among children.

According to data collected and experience in these 12 months of research, it is possible to infer that playfulness promotes many benefits and advances, for through it the child develops herself fully, takes on the real world, relates, integrates socially and also certainly is happier.

In this sense, even though as the primary focus the axis playfulness, we believe that the four axis designated as: interactivity, playfulness, fantasy of real and reiteration are fundamental and are interconnected so that when we work one, the others were interwoven.

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THE PLAYFULNESS AS PROMOTER OF HUMAN DEVELOPMENT IN THE EDUCATION OF YOUNG CHILDREN ABSTRACT

This research took as its object of study the playfulness, considered by the Sociology of Childhood, as one of the axis of the Cultures of Childhood. Assumed that Pre-School Education institutions have a secondary this activity to its resume. It was established as a central objective: to investigate how the cultures of childhood are understood in the Childhood Education context and how they were worked the axis playfulness. The methodology is qualitative, it was characterized as action-research and was developed in two rooms of the Pré II in an Kindergarten Municipal Institution in Presidente Prudente city, for twelve months. As for results, we highlight in the foreground, the methodology itself, whose citizens participation of the partner institution, the university team performance in the context investigated, and the pursuit of transformation of reality demands increased commitment, mutual respect, team work and tolerance among the actors. The studies, the debates led discussions between concepts and indicated different looks for the child and for educational practice. The two teachers expanded their vision, especially on children's participation in recreational activities, because they charged behaviors too strict, that turned into obstacles to the freedom, movement, imagination and fun. This understanding has led educators to realize, also, the need for their role as mediators and co-responsible for a practice in Childhood Education that ensures the necessary resources for the development of different languages, of which playfulness is a special resource that contributes to the improvement of educational quality in this teaching method.

KEYWORDS: Childhood Education, Cultures of Childhood, Playfulness.

LE LUDIQUE COMME PROMOTEUR DE DEVELOPPEMENT HUMAIN DANS LA FORMATION DES PETITS ENFANTS

RÉSUMÉ

Cette recherche a pris comme objet d'étude l'enjouement, considéré par la sociologie de l'enfance, comme l'un des axes des cultures de l'enfance. On présume que les institutions des jardins d'enfants ont secondarisé cette activité à son curriculum. Nous avons établi comme un objectif central: étudier comment les cultures de l'enfance sont comprises dans le contexte de l'éducation de la petite enfance et comment est travaillé l'axe de l'enjouement. La méthodologie est qualitative, caractérisée comme recherche-action et a été développé dans deux salles de la Pré II dans une institution municipale maternelle dans la ville de Presidente Prudente, pour douze mois. Quant aux résultats, nous mettons en évidence dans le premier plan, la méthode elle-même, dont la participation des citoyens de l'institution partenaire, le rendement de l'équipe universitaire dans le cadre d'une enquête et la poursuite de la transformation de la réalité exige un engagement accru, le respect mutuel, le travail

d'équipe et la tolérance entre les acteurs. Les études et les débats, ont amené à des discussions entre les conceptions et ont indiqué des aspects différents de l'enfant et de la pratique pédagogique. Les deux enseignantes ont élargi leur vision, en particulier sur la participation des enfants à des activités récréatives, les comportements, car ils ont voulu des comportements trop strictes, ce qui s'est transformé en obstacles à la liberté, le mouvement, l'imagination et le plaisir. Cette compréhension a conduit les éducatrices à se rendre compte, aussi, de la nécessité de leur rôle de médiateurs et co-responsables d'une pratique dans l'éducation de la petite enfance qui assure les ressources nécessaires pour le développement des langages différents, dont le ludique est une ressource spéciale que contribue à l'amélioration de la qualité de l'éducation dans ce mode d'éducation.

MOTS-CLÉS: éducation des enfants, des cultures de l'enfance, l'enjouement.

LA LUDICIDAD COMO PROMOTOR DE DESARROLLO HUMANO EN LA EDUCACIÓN DE LOS NIÑOS RESUMEN

Esta investigación tuvo como objeto de estudio la ludicidad, considerada por la sociología de la infancia, como uno de los ejes de las Culturas de la Infancia. Supone que las instituciones jardín de infantes tienen secundarizado esta actividad a su currículum. Establece como un objetivo fundamental: investigar cómo las culturas de la infancia se entienden en el contexto de la educación infantil y como se trabaja el eje de la ludicidad. La metodología es cualitativa, se caracterizó como la investigación y la acción se desarrolló en dos habitaciones de la Pre II en una institución Municipal de Educación Infantil en la ciudad de Presidente Prudente, durante doce meses. En cuanto a los resultados, se destaca en primer plano, la propia metodología, la participación de los sujetos de la institución asociada, el desempeño del equipo universitario en el contexto investigado, y la búsqueda de la transformación de la realidad exige un mayor compromiso, el respeto mutuo, trabajo en equipo y la tolerancia entre los actores. Los estudios y debates, generaron discusiones entre las concepciones y indicaron diferentes miradas para el niño y para la práctica educativa. Las dos maestras ampliaron su visión, especialmente en la participación de los niños en actividades recreativas, los comportamientos, ya que cobraban demasiado estricto, lo que se convertía en obstáculos para la libertad, el movimiento, la imaginación y la diversión. Este entendimiento ha conducido a las educadoras se darem cuenta, también, de la necesidad de su papel como mediadoras y co-responsables de una práctica en la educación infantil que garantice los recursos necesarios para el desarrollo de las lenguas diferentes, de los que lo lúdico es un recurso especial que contribuye a la mejora de la calidad educativa en esta modalidad de la educación.

PALABRAS CLAVES: Educación Infantil, culturas de la infancia, la ludicidad.

A LUDICIDADE COMO PROMOTORA DO DESENVOLVIMENTO HUMANO NA EDUCAÇÃO DE CRIANÇAS PEQUENAS RESUMO

Esta pesquisa assumiu como objeto de estudo a ludicidade, considerada pela Sociologia da Infância, como um dos eixos das Culturas da Infância. Partiu do pressuposto que instituições de Educação Infantil têm secundarizado essa atividade no seu currículo. Estabeleceu como objetivo central: pesquisar como as culturas da infância são compreendidas no contexto da Educação Infantil e como é trabalhado o eixo ludicidade. A metodologia, de natureza qualitativa, caracterizou-se como pesquisa-ação e foi desenvolvida em duas salas do Pré II, em uma Instituição Municipal de Educação Infantil, na cidade de Presidente Prudente, por doze meses. Quanto aos resultados alcançados, destacamos, em primeiro plano, à própria metodologia, cuja participação dos sujeitos da instituição parceira, a atuação da equipe universitária no contexto investigado e a busca de transformação da realidade ampliaram as exigências de comprometimento, respeito mútuo, trabalho coletivo e tolerância entre os atores. Os estudos, os debates geraram embates entre concepções e indicaram olhares diferentes para a criança e para a prática educativa. As duas educadoras ampliaram a sua visão, principalmente sobre a participação das crianças nas atividades lúdicas, pois cobravam comportamentos muito rígidos, que se transformavam em empecilhos para a liberdade, o movimento, a imaginação e a diversão. Essa compreensão fez com que as educadoras percebessem, também, a necessidade de sua atuação como mediadoras e co-responsáveis por uma prática que garanta na Educação Infantil os meios necessários para o desenvolvimento das diferentes linguagens, da qual a ludicidade é um recurso privilegiado, que contribui para a melhoria da qualidade educacional nessa modalidade de ensino.

PALAVRAS-CHAVE: Educação Infantil, Culturas da Infância, Ludicidade.