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#### INTRODUCTION

The ludic in early childhood awakens dreams and fantasies reflected in reality, develops cognitive, affective, physical, motor and social skills and contributes as a driver of learning and child development, helping the teacher in pedagogical practice.

In this sense, the present work aimed to present the importance of play activities in the process of development and learning of children served in children's education and to study and demonstrate that the use of playful practices in the classroom in early childhood education can collaborate in the learning process of children.

For this study, a research was developed based on a bibliographical review about the presence of playfulness in the daily routine of children's education and its importance for the integral development of the children of this phase. The authors sought to find the authors who provided the theoretical support needed to approach the proposed theme, using authors such as Almeida (2003), CUNHA (2001), KRAMER & LEITE (2007), KISHIMOTO (2002), OLIVEIRA (2002) and others for contributing to the discussion of the matter being made possible.

This work is structured as follows: introduction and three chapters. In the first chapter, "children and early childhood education" sought to study the historical process of childhood, its legal basis and how child development occurs according to Piaget, Vygotsky and Wallon.

In the second chapter it was defined what is playfulness, with its concepts and meanings, the playful through the times and the playful and the child of the infantile education.

In the third and final chapter, the influence of playfulness in children's education, playfulness as a facilitator of learning and as a pedagogical tool and the role of the teacher in playful mediation were discussed, and finally the final considerations were made.

#### THE CHILD AND CHILD EDUCATION

Three great scholars of psychology have formulated theories to explain the process of development of cognition and learning: the French Jean Piaget and Henry Wallon and the Belarussian Lev Vygotsky. The theories of Piaget and Vygotsky have influenced the Brazilian and world educational universe. His ideas led to significant changes at all levels of education, but mainly in the literacy process. (RIBEIRO, 1999) For the development of this work, some of its most important ideas will be taken, especially those related to child development.

Piaget, Vygotsky, and Wallon attempted to demonstrate that the ability to express themselves, obtaining knowledge, is constructed from established exchanges between subject and object of knowledge. These socio-interactionist theories conceive that learning in early childhood education should be dynamic, since children are not just passive recipients but rather develop their affective and reasoning capacities through interactions. So that we can understand a little better, let us look at some points of the thoughts of these three researchers on the subject.

Piaget, a biologist and epistemologist, constructed a theory of paramount importance for educators, where their main focus was on structuring knowledge. From this, Piaget conceives that each stage of development can be observed from the stages: sensorimotor, characterized by the phase from zero to two years approximately, where in this stage the motor development through physical activities is very prioritized. At this stage, the child still can not act reciprocally. Already the pre-operational stage that is characterized in a phase of two to seven years, the child is already able to reason logically. In the later stages the child already works abstractly. (CRAYDE and KAERCHER, 2001).

According to Piaget, play activity is the compulsory cradle of the child's intellectual activities. These are not just a form of relaxation or entertainment to spend on children's energy, but means that contribute to and enrich intellectual development. He asserts that the game is thus, under its two essential forms of sensory-motor exercises and symbolism, an assimilation of the real to the activity itself, providing this its necessary food and transforming the real according to the multiple needs of the self. Therefore, the active methods of educating children require everyone to provide the children with a suitable material, so that by playing they may assimilate the intellectual realities that otherwise remain outside the child's intelligence. According to Piaget (1975) throughout the infantile period he observed three systems of games:

- a) Exercise - appear in the first eighteen months of life and involves the sequential repetitions, not as instrumental, more, for mere pleasure, through motor activities.
- b) Symbolic - appears during the second year of life, with the appearance of language. It is when the play of pretend, with the use of symbols. In the symbolic game the child surpasses the simple satisfaction of manipulation. It assimilates external reality to its self, finds fantasy fulfillment, overcomes conflicts, fulfills desires.
- c) Rule games - the rules game marks the transition from individual to socialized activity and does not occur before four to seven years and predominates in the period from seven to fourteen years. For him, the rule presupposes the interaction of two individuals and its function is to regulate and integrate the social group.

Vygotsky, a Russian scholar in the field of history, literature philosophy and psychology, states that thought is structured from the relation of the individual to the outside world. As animals extrapolate their instinctive capacities, the human being develops his sensory aspects through instruments. Instruments that will be internalized and associated in the future to the signs as they are known. Vygotsky also talks about the zone of proximal development, which is characterized as an area of intellectual development where the student meets. (OLIVEIRA, 2011).

Vygotsky (1998) classifies the play in some phases: during the first phase the child begins to distance himself from his first social environment, represented by the mother, begins to talk, walk and move around things. At this stage, the environment reaches it through the adult and it can be said that the phase extends until around the seven years. The second phase is

characterized by imitation, the child copies the models of adults. The third stage is marked by the conventions that arise from rules and agreements associated with them. Vygotsky (1989, p.109) further states that: "the influence of the toy in the development of a child is enormous." It is in the toy that the child learns to act in a cognitive sphere, rather than acting in an external visual field, depending on the internal motivations and tendencies, not on the incentives provided by external objects. According to the author there are also two important elements in the joke that are the imaginary situation and the rules. In agreement with Piaget, Vygotsky also classifies the games in functional or exercises, of acquisition, of construction; symbolic and rules, which can be used safely in the activities of early childhood education.

- Functional games - are marked by the exploratory character carried out in the body itself, such as: moving hands, shaking head with rhythm, passing objects from one hand to another, etc. In these games, the child initially repeats for pleasure, if no intention of representation and evolves to more complex acts, such as filling or emptying a bucket of sand, handling massinhas and naming the object that it produced inadvertently, discovering the name. Only after a while will you establish the purpose of the game.

- Procurement games - when you see a child focused on observing, performing, trying to understand objects, people, a story, a song striving to capture the totality of the observed object, is called the acquisition game, where one works intensely the meanings surrounding it. Wallon, also considers the development of the subject as a double story involving subject and object. In this context every person makes an exchange with the environment, and through it develops balance, affectivity and motor. "The I-other relationship becomes more differentiated and the child begins to react more easily not only to present impressions, but to memories." (OLIVEIRA, op.cit. P.136)

Finally, in the historical socio-interactionist perspective, it prioritizes the role of the teacher as a stimulator of child development, being responsible for providing the student with enriching and diversified experiences, enabling the student to develop cognitively and affectively, that is, to become autonomous, critical and reflective, thus building their own knowledge and assigning meaning to them.

#### LUDICITY

For a long time, playfulness was only considered a leisure activity, but it is already known that playing goes far beyond entertainment. Ludicity serves as support for the child to reach increasingly complex levels in his social, affective and cognitive development, especially in early childhood education. Because of this, in this chapter we will reflect on the concepts and meanings of playfulness, how the ludic through time has developed and its importance for the development and learning of children in early childhood education.

#### THE LÚDICO AND THE CHILD OF CHILD EDUCATION

The games should accompany the child in the education of children, because in this period of the child's life, all aspects of their formation and development are relevant, since as being in evolution gives the definitive steps for a future schooling and appropriate sociability as a member of the group to which it belongs. Studies on children's learning and development report that when the child arrives at school, it brings with it a whole story, built from their experiences and most of them specified through play activity.

Regarding the game, Piaget (1998) believes that it is essential in the child's life. At the beginning we have the exercise game that is one in which the child repeats a certain situation for pure pleasure, for having appreciated its effects. Around three and four years and five or six years, the occurrence of symbolic games, which satisfy the child's need not only to mentally remember what happened, but to perform the representation.

Games, toys and games are essential activities in the stimulation spaces of early childhood education and in the early grades and are one of the most natural and pleasurable forms in the learning process. According to Kishimoto (2009), the use of play activities in classrooms in children's education is an important pedagogical tool for better learning, because when children manipulate objects, they practice sensory-motor actions and actively live the contexts of participation and social interaction, these factors contribute to their development and learning. Kishimoto (2009, p.36) comments that "the use of educational toys / games for pedagogical purposes refers us to the relevance of this instrument for teaching-learning and child development situations".

For the child, play is a matter of fun, but also of education, socialization, construction of its development. It may be the most beautiful toy, but if there is no interest, it will not have the same value, because what mobilizes interest in the toy, is one that provides experiences and discoveries. Regardless of time, culture and social class, games and toys are part of the child's life, for they live in an imaginary world of fantasies, enchantment, joy, dreams, where reality and pretending are confused (KIMIMIMITO, 2000).

The game is in the formation of thought, the discovery of oneself, the possibility of experiencing, creating and transforming the world. Therefore, through play the child comes into contact with the world, gives wings to his imagination, that is, may be what he wants: to be a king, to be a teacher, to be a judge, to be happy. These games that children perform, point to some characteristics such as: pleasure, non-serious character, freedom, separation of everyday phenomena, rules, fictitious or representative character and their limitation in time and space. Therefore, it allows the child to enter the imaginary world, since it allows different forms of use and it is also possible to discover in it a little reproduction of the real at the moment in which it chooses as a substitute of the object used in the real actions of the day-to-day, becoming, at times, a representative of reality.

The ludic allows a global development and a more real world view. Through the discoveries and creativity, the child can express, analyze, criticize and transform reality. If properly applied and understood, play education can contribute to the improvement of education, either in the qualification or critical formation of the learner, or to redefine values and improve the relationship of people in society.

#### THE LÚDICO AS A PEDAGOGICAL TOOL

The use of games in the classroom everyday has been a practice left in the background, that is, most teachers use this feature only as content review, to fill a vacant time, or just for recreation. One can not deny that play or any playful activity lends itself to this, but one must deepen its educational value, its pedagogical character, mainly in the acquisition of knowledge and also the functions that can be explored through them.

Maluf (2003, p. 79) asserts that the use of games provides "challenging environments capable of stimulating the intellect by providing the higher stages of reasoning." This means that conceptual thinking is an achievement that depends not only on the individual effort, but mainly on the context in which the individual inserts himself, which, moreover, defines his point of arrival.

According to this placement the use of games in the classroom everyday provides a very rich pedagogical tool, since it needs to be practiced, most often in groups that may be heterogeneous, where the exchange of experiences occurs naturally, teacher mediation between knowledge and the student also constitutes a true promoter of learning. (MALUF, 2003)

The playfulness applied in the school situation also has the explicit function of giving pleasure to the act of learning, allowing the student to discover in this process intrinsic reasons, meaningful for their learning. As Mello (2004) states, "activity that makes sense for the child is the key by which it comes into contact with the world, learns to use culture and appropriates human skills, abilities and skills," so the game, the appropriate level of development already achieved, but aiming for a higher level, can be a triggering factor of motivation, interest and needs.

The play as a pedagogical resource must be seen in a serious and correct way, as Almeida (2003, 53) affirms, because "the real, true and functional sense of play education will be guaranteed if the educator is prepared to perform it." In this way, the role of the educator is to interfere in a correct way, allowing the learner to acquire knowledge and skills. The importance of the introduction and use of toys, games and games in pedagogical practice is a fact that is imposed on the educator. Toys should not be exploited only as leisure, but also as enriching elements to promote learning.

According to Kishimoto (2002) the game is the most important of the activities of childhood, because the child needs to play, play, create and invent to maintain its balance with the world. The importance of the insertion and use of toys, games and games in the pedagogical practice is a reality that is imposed on the teacher. Toys should not be exploited just for leisure, but also as enriching enough instruments to promote learning. Through games and games, the learner finds support to overcome his learning difficulties, improving his relationship with the world.

In this sense Campos (2005) affirms that the game, in its various forms, assists in the teaching-learning process, as well as in the development of thinking skills, such as imagination, interpretation, decision making, creativity, hypotheses, the collection and organization of data. In addition to the application of facts and principles to new situations that, in turn, happen when we play, when we obey rules, when we experience conflicts in a competition.

#### THE ROLE OF THE TEACHER IN RADICAL MEDIATION

For today's educators it is increasingly difficult to keep the focus of attention of the students, because at school, children sit in their desks for hours, which conflicts with the latent need for movement characteristic of this age group.

As an alternative to this process, play activities serve as necessary and useful exercises, with games and games being indispensable elements for learning with fun, providing pleasure in the act of learning, and facilitating classroom teaching practices (SOLOMÃO, MARTINI and JORDÃO, 2007). This seems logical because, when associating the latent need for movement present in children in early childhood education with the demands of the learning process creates a perfect scenario for learning new content and / or consolidation of contents already learned.

The role of the teacher is to create an environment that contains motivational elements and the child to enjoy the activities. One of the most expressive forms of socialization and learning of children in the school environment is play activities. When the teacher turns to the games, he is creating in the classroom an atmosphere of motivation that allows students to participate actively in the teaching-learning process, assimilating experiences and information, incorporating attitudes and values. In order for learning to occur naturally, it is necessary to respect and rescue the human movement, respecting the child's spontaneous knowledge, cultural world, movements, playful attitudes, creatures and fantasies. (SOLOMÃO, MARTINI and JORDÃO, 2007).

In this sense it is the responsibility of the teacher, in early childhood education, to help the child in fact increase his possibilities of action, providing the child with games that can contribute to his psychosocial development and consequently to his education.

The play as a pedagogical resource must be seen in a serious and correct way, because as Almeida (1994) affirms, the true meaning of play education will only make sense if the educator is prepared to do it, that is, it is necessary that the teachers know how to use the games to help the student in the development of logical reasoning, since the playful can be present in the learning and in the expansion of the knowledge of the same, not forgetting that its main importance is to know its application in the school. Child development and learning occurs when the child interacts actively, whether discussing the rules of the game or proposing solutions to solve them.

It is very important that the teacher also participates and suggests challenges in search of a solution and collective participation. The role of the educator in this case will be an incentive for the activity.

In playing the teacher must have theoretical-methodological knowledge that subsidize his pedagogical praxis enriching this moment of the routine, making it charming and enriching for children. The educator, in turn, must also carry out this competence and accept that the change of course be his ally whenever the educational process is aggravating and indicative of problems.

In addition to understanding the child as an integral subject, the teacher needs to know each child, to know how to deal with their limits so that they can develop an awareness of the need for mediation, in which actions outgrow activities, while at the same time humanizing spaces and your children's experiences, ensuring an interesting, beautiful and enjoyable day-to-day life. Educating children is a demanding, time-consuming task and requires an efficient teacher training, because not necessarily the reason should be for the amount of time they spend with the child, but also for fostering an attitude of curiosity around the world through involvement with cultural formation itself. (SOLOMÃO, MARTINI and JORDÃO, 2007).

To play, to run, to jump, to paint, to dance etc, the idea of the child is sent and it performs them differently from the adult, with taste for the ludic activities and with a single and multiple language at the same time to understand and to express itself in the world. Thus contributing to their learning is a work that begins with the time to know the child, continues to feed an attitude of curiosity around the world in search of a broad training. All shared with professional competence, art, wisdom, delicacy and a deep desire to dare, to be surprised and to see itself as a teacher who bets on children.

By acquiring the playful and educational function, the play helps in the fun, pleasure, it potentiates the exploration and the construction of the knowledge. Playing is a fundamental experience at any age, especially for children in Early Childhood Education. In this context, play should no longer be an activity used by the teacher exclusively to recreate children, but as an activity in itself, which is part of the school's lesson plan. (SOLOMÃO, MARTINI and JORDÃO, 2007).

According to Vygotsky (1998) it is in the toy that the child internalizes and learns to act in a cognitive sphere, because it passes to the same its imagination and, in addition, creates its imaginary of the world of makes account. Therefore, it is up to the educator to develop an environment that groups the elements of motivation for the children, that is, when the child is inserted in enriching, stimulating environments and full of spaces to learn it advances. Their thinking evolves and is structured with each new idea and elaborates new knowledge, each experience, in the interaction with diverse discourses that feed them to increasingly complex thoughts.

The role of the teacher is to maintain and intensify what he has already learned and to stimulate the development of a new cycle. The professional in working must know the stages of child development, to know what the appropriate stimuli for that phase, therefore, it will be making development more harmonious in the motor, cognitive and affective-social field.

#### METHODOLOGY

It was a research of a qualitative nature, of the bibliographic type, which was developed from the analysis of materials, published articles and official documents such as the new Common Curricular Base (BNCC), among others, where the scielo and academic google and periodicals, in the last six years, articles and / or books that approached the theme were selected using keywords.

#### FINAL CONSIDERATIONS

The work with early childhood education is very delicate because it is the beginning of school life and also the beginning of the formation of children. In children's education, much more is sought than just the application of content, since children need to prepare for many life situations and school is one of the environments that must provide the entrance of these small beings in the journey of life.

As stated in the National Curricular Framework for Early Childhood Education (1998), the play should be a constant element in the routine of schools that work with children's education. However, the game must be seen as an instrument that contributes to learning, leaving to be used only in the intervals of the pedagogical actions or as a way to fill the daily planning and to complete the hourly load.

With the present bibliographical research it was possible to highlight some considerations regarding the ludic and its importance for the infantile education. A harmonic, playful development, which includes learning to listen to different opinions and counterarguments, establishing objective comparisons between various ways of understanding the same fact, will gradually contribute to make the child capable of an exchange, real with others, favoring the exchange of experiences, since it is based on cooperation and reciprocity.

We consider that playfulness is of fundamental importance for the development of attention, memorization and imagination, being all these basic aspects for the learning process of the cognitive, affective, motor, and social abilities, because through the games and games the child feels stimulated. The school, by valuing the play activities, helps the child to form a good positive concept of the world, helping in its growth and contributing to a good development of its abilities.

Breaking up with the passive acceptance of misunderstood ideas or suggestions, the child who develops playfulness comes into contact with a broader form of language, becomes an active subject of his actions, and defends them in conversations with adults. Thus, his "logical world" is transformed according to his experiences.

"Doing" is one of the essential criteria for guiding teacher behavior towards children. Therefore, what really matters is to create the greatest number of situations that promote the development of varied skills in order to achieve greater learning.

Children should always feel capable of exercising what has been proposed. The progress of movements and skills must be of increasing quality, overcoming obstacles and aspiring to new challenges. This progress has repercussions on the other movements and allows the introduction of other and more complex activities.

In this way, we find that the teacher is the mediator link of the teaching-learning process. Therefore he must constantly review his practice, his knowledge and his behaviors concerning playing. Within such a study we understand the importance of teacher organization, planning and observations carried out in the day-to-day environment in the school of Early Childhood Education. We understand that planning is a tool of great seriousness for the teacher, because the teacher must organize himself, reflect on the activities that will be applied during the routine of the children. In this way the teacher feels safer and consequently the children too.

For this, the teacher must understand the importance of the attempts made with playful activities that lead to the development of reasoning. You must learn to respect your child and value every discovery you make in your school life. Respect for the various stages of this development is a conduct that, once reflected, transcends whatever the characteristics of the immediate environment. What really matters is to attribute to each child the role of active subject in the construction of ever more improved forms of knowledge, since only the active individual is able to act in the face of social pressures, understanding them to transform them.

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#### LUDICITY IN CHILD EDUCATION

The present work had as objective to present the importance of the ludic activities in the process of development and learning of the child attended in the infantile education. Developmental stages should be known so that play activities not only play the child's pleasure in playing, but develop other skills that are essential for their integral development as the cognitive, social, motor, and affective areas. In order to carry out this work, we used bibliographical research and searched authors such as KISHIMOTO (2001), KRAMER (2006), SANTOS (2002) and others who approach conceptions about early childhood and the objectivity of children's participation through playfulness, in which play and play bring important development of their identity and autonomy to this age group. In addition to encouraging the awareness of parents and educators about working together to introduce the toy in the child's learning. Using games and games in the school space will make classes more enjoyable and enjoyable in order to allow the educator to achieve success in the classroom. This creation of spaces and times for games and games is an important task of the teacher, because it is up to him to plan this space. The teacher needs to be aware that games and games will have an intention and meaning for that student. For Piaget (1998) play is essential in the life of the child. He points out two types of games, the exercise game that is the one that the child repeats a certain situation for pure pleasure, for having appreciated its effects. And the symbolic play, which satisfies the child's need not only to mentally recollect the event, but to perform the presentation. Therefore, we understand that play is a fundamental right of every child and each one must be in a position to take advantage of educational opportunities aimed at satisfying their basic learning needs. Faced with this, it is up to the school to offer opportunities for the construction of knowledge and development of the child through games, toys and games. Therefore, with the theoretical and practical knowledge about the stages of child development and the work with play activities in early childhood education, one can analyze the importance and benefits for the overall development of the child in all aspects.

Keywords: play; games; learning; Child education

#### LUDICITÉ DANS L'ÉDUCATION DES ENFANTS

Le présent travail avait pour objectif de présenter l'importance des activités ludiques dans le processus de développement et d'apprentissage de l'enfant fréquentant l'éducation infantile. Les stades de développement doivent être connus de manière à ce que les activités de jeu ne jouent pas seulement pour le plaisir de l'enfant, mais développent d'autres aptitudes essentielles à son développement intégral dans les domaines cognitif, social, moteur et affectif. Afin de mener à bien ce travail, nous avons utilisé des recherches bibliographiques et des auteurs tels que KISHIMOTO (2001), KRAMER (2006), SANTOS (2002) et d'autres qui abordent les conceptions de la petite enfance et de l'objectivité de la participation des enfants par le jeu, dans lesquels le jeu apporte un développement important de leur identité et de leur autonomie à ce groupe d'âge. En plus d'encourager les parents et les éducateurs à prendre conscience de la nécessité de travailler ensemble pour introduire le jouet dans l'apprentissage de l'enfant. L'utilisation de jeux et de jeux dans l'espace scolaire rendra les cours plus agréables et plus agréables afin de permettre à l'éducateur de réussir dans la classe. Cette création d'espaces et de temps pour les jeux est une tâche importante de l'enseignant, car c'est à lui de planifier cet espace. L'enseignant doit savoir que les jeux auront une intention et une signification pour cet élève. Pour Piaget (1998), le jeu est essentiel dans la vie de l'enfant. Il souligne deux types de jeux, le jeu d'exercice qui consiste à répéter à une certaine situation une situation donnée pour le plus grand plaisir, pour en avoir apprécié les effets. Et le jeu symbolique, qui satisfait le besoin de l'enfant non seulement de se souvenir mentalement de l'événement, mais également d'effectuer la présentation. Par conséquent, nous comprenons que le jeu est un droit fondamental de chaque enfant et que chacun doit être en mesure de tirer parti des possibilités offertes par l'éducation pour satisfaire ses besoins d'apprentissage de base. Face à cela, il appartient à l'école d'offrir des opportunités pour la construction de connaissances et le développement de l'enfant à travers des jeux, des jouets et des jeux. Par conséquent, avec les connaissances théoriques et pratiques sur les étapes du développement de l'enfant et le travail avec le jeu dans l'éducation de la petite enfance, il est possible d'analyser l'importance et les avantages pour le développement global de l'enfant dans tous ses aspects.

Mots-clés: jouer; jeux l'apprentissage; Education de la petite enfance

#### LALUDICIDAD EN LA EDUCACIÓN INFANTIL

El presente trabajo tuvo como objetivo presentar la importancia de las actividades lúdicas en el proceso de desarrollo y aprendizaje del niño atendida en la educación infantil. Las etapas de desarrollo deben ser conocidas para que las actividades lúdicas desempeñen no sólo el placer del niño en jugar, sino que desarrollen otras habilidades que son esenciales para su desarrollo integral como las áreas cognitiva, social, motora, y afectiva. Para la realización de este trabajo se utilizó la investigación bibliográfica y buscó en autores como KISHIMOTO (2001), KRAMER (2006), SANTOS (2002) y otros que abordan concepciones sobre la primera infancia y la objetividad de la participación de los niños a través de la ludicidad, en la cual el juego y el juego traen para ese grupo de edad importante desarrollo de su identidad y autonomía. Además de incentivar la concientización de los padres y educadores sobre un trabajo conjunto para la introducción del juguete en el aprendizaje del niño. Utilizando los juegos y las bromas en el espacio escolar las clases se volverán más agradables, placenteras, para permitir que el educador alcance el éxito en el aula. Esta creación de espacios y tiempos para juegos y juegos es una tarea importante del

profesor, pues le corresponde a él planear ese espacio. El profesor necesita tener la conciencia de que los juegos y los juegos tienen una intención y un significado para ese alumno. Para Piaget (1998) el juego es esencial en la vida del niño. Él resalta dos tipos de juegos, el juego de ejercicio que es aquel que el niño repite una determinada situación por puro placer, por haber apreciado sus efectos. Y el juego simbólico, que satisface la necesidad del niño de no sólo recordar mentalmente el acontecimiento, sino de ejecutar la presentación. Por lo tanto, entendemos que jugar es un derecho fundamental de todo niño y cada uno debe estar en condiciones de aprovechar las oportunidades educativas dirigidas a satisfacer sus necesidades básicas de aprendizaje. Por eso, cabe la escuela ofrecer oportunidades para la construcción del conocimiento y del desarrollo del niño a través de los juegos, juguetes y juegos. Por lo tanto, con el conocimiento teórico y práctico sobre las fases de desarrollo infantil y el trabajo con las actividades lúdicas en la educación infantil, se puede analizar la importancia y los beneficios para el desarrollo global del niño en todos los aspectos.

Palabras clave: bromas; juegos; aprendizaje; Educación Infantil.

#### ALUDICIDADE NA EDUCAÇÃO INFANTIL

O presente trabalho teve como objetivo apresentar a importância das atividades lúdicas no processo de desenvolvimento e aprendizagem da criança atendida na educação infantil. As etapas de desenvolvimento devem ser conhecidas para que as atividades lúdicas desempenhem não apenas o prazer da criança em brincar, mas desenvolva outras habilidades que são essenciais para o seu desenvolvimento integral como as áreas cognitiva, social, motora, e afetiva. Para a realização desse trabalho utilizou-se a pesquisa bibliográfica e buscou em autores como KISHIMOTO (2001), KRAMER (2006), SANTOS (2002) e outros que abordam concepções sobre a primeira infância e a objetividade da participação das crianças através da ludicidade, na qual o jogo e a brincadeira trazem para essa faixa etária importante desenvolvimento de sua identidade e autonomia. Além de incentivar a conscientização dos pais e educadores sobre um trabalho conjunto para a introdução do brinquedo na aprendizagem da criança. Utilizando os jogos e as brincadeiras no espaço escolar as aulas se tornarão mais agradáveis, prazerosas, de forma a permitir que o educador alcance o sucesso em sala de aula. Essa criação de espaços e tempos para jogos e brincadeiras é uma tarefa importante do professor, pois cabe a ele planejar esse espaço. O professor precisa ter a consciência de que os jogos e as brincadeiras venham a ter uma intenção e um significado para aquele aluno. Para Piaget (1998) o jogo é essencial na vida da criança. Ele ressalta dois tipos de jogos, o jogo de exercício que é aquele que a criança repete uma determinada situação por puro prazer, por ter apreciado seus efeitos. E o jogo simbólico, que satisfaz a necessidade da criança de não somente relembrar mentalmente o acontecimento, mas de executar a apresentação. Portanto, entendemos que brincar é um direito fundamental de toda criança e cada uma deve estar em condições de aproveitar as oportunidades educativas voltadas para satisfazer suas necessidades básicas de aprendizagem. Diante disso, cabe a escola oferecer oportunidades para a construção do conhecimento e do desenvolvimento da criança por meio dos jogos, brinquedos e brincadeiras. Portanto, com o conhecimento teórico e prático sobre as fases de desenvolvimento infantil e o trabalho com as atividades lúdicas na educação infantil, pode-se analisar a importância e os benefícios para o desenvolvimento global da criança em todos os aspectos.

Palavras - chave: brincadeiras; jogos; aprendizagem; Educação Infantil