08 - A CHANCE OF LEARNING: THE PLAY IN EARLY CHILDHOOD EDUCATION AND EARLY YEARS OF BASIC EDUCATION

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doi: 10.16887/85.a2.8

1.INTRODUCTION

The relevance of this study is justified by the importance that is being attached to the game in the context of early childhood education and early years when you realize the need to problematize the issue of play in this context. What instigated the research on the contribution of play in early childhood education and early years of elementary school was the research of Piaget and Vygotsky, based on these studies, we aimed to analyze the theoretical concepts about playing.

This is a basic search, type of literature, which is divided into two stages: early childhood education and early years of elementary school. On both counts, it underscores the importance of play for children's development.

The study also incorporates the role of the educator, while also subject brincante and promotes from games, the learning of their students.

The intervention of the educator, and their type of involvement in the activity is essential both to organize and intervene in this space and material environment and to observe and manage the space in question. This means thinking about the role and the quality of this mediation that will reflect directly on the proposed work in the dynamics of everyday teaching, as well as on paper toy, space and the various forms of use. "(FANTIN, 2000, p. 97).

Thus, the games are part of the act of educating, a conscious, intentional and modifier society engagement. The main axis is oriented to the present research is the relationship of play in which the child is inserted while attending the Kindergarten and the change that this play suffers when joining that child in the early years. In this mode of teaching, the play is geared toward the use of games, which help achieve the educational goals of the teacher and make learning contents that make up the curriculum.

2 .THE GAME CONCEPTS

The game is an activity that the child develops any time within his family life and relationships with peers his age. The child "plays" for his pleasure and his recreation, allowing you to contact each other, adults, parents and friends of the same age, and also with the space, the environment, the culture in which it is contextualized.

In the course of human history the game has undergone various interpretations. In antiquity it was seen merely as recreation. In the Middle Ages it was considered "not serious" to be associated with gambling. In the Renaissance, it was understood as free conduct that favors the development of intelligence and facilitated the study. Later, in a romantic view, appears as typical and spontaneous attitude of the child. Today, after much research, there is a great concern to treat it in a serious and scientific manner, making it an essential to human development process. "The games are historically valuable, not only for the interest they arouse universally in children, but also by the joy they awaken to play" (Negrine, 1994, p. 13).

2.1 Design of the game, according to Piaget

The children's game resurfaced in psychological research in the 1970s, stimulated by Piaget and his work The symbol formation in child (1978). Perhaps the strongest impact received by primary schools in this century did not come from an educator, but rather, through the relevant studies conducted by a biologist, the Swiss Jean Piaget.

Piaget devoted his life to studying the formation of intelligence from birth to maturity of the human being. "For Piaget, every act of intelligence is defined by the balance between two tendencies: assimilation and accommodation" (KISHIMOTO, 2002, p. 39).

In assimilation, the individual uses the psychic structures that already has. If they are not enough, we must build new structures, ie accommodation. In Piagetian theory, assimilation and accommodation are matching processes, so that later arise deduction and experience.

Piaget studied imitation and their contributions to child development, defining six progressive stages, which have different characteristics for each stage. They are:

Stage 1: Preparation reflex. At this stage we observe the absence of imitation. The child will be playing a model by reflex actions and relating to pleasure. The child does not have enough mental structure that will allow her imitation of a given action.

Stage 2: Imitation sporadic. At this stage the reflex actions are magnified and capture external elements, through an experience in the form of circular reactions.

3rd Stage: systematic imitation. This stage occurs between 4 months and 4 ½ months of life. During this period there have coordination of vision and prehension. Therefore we can say that the child already mimics every movement you perform.

4th Stage: Imitation of movements already performed by the subject, but invisible to him way. At this stage, Piaget distinguishes two moments of imitation:

a) Movements that baby eight or nine months already running, but is not aware, ie, they can not see.

b) Imitation of sounds and gestures that appear in the new environment. This time it happens to see the movements made by the body itself. "These facts, according to Piaget, seem to explain the processes of intelligence" (Negrine, 1994, p. 34).

5th Stage: systematic imitation of new models, including those that correspond to the invisible movements of the body. This stage includes the continuation of the 4th, which appear more accent imitation of the child's play activities.

Stage 6: Beginning of representative imitation and subsequent evolution of imitation. At this stage the appearance of the play symbol occurs. The child has a mental progress, which can be called sensorimotor intelligence. This stage is divided into two parts.

a) dilated Imitation: plays an action that is missing. Ex .: The child puts his hand to his mouth, like he was eating, but he had nothing in his hand.

b) after the imitation Evolution: the language appears (between 2 and 7 years) and imitation shall be observed and

analyzed.

Piaget devoted his life to research and appropriation of intelligence. "After describing the evolution of imitation in child development, Piaget's analysis of the evolution of the game at the same courses" (Negrine, 1994, p. 35).

"'The studies described this theoretical stages in the evolution of children's reasoning, which allowed to observe the change of the game and its features in each stage. They are:

* Sensorimotor (0-2 years). From basic neurological reflexes, the baby begins to build action schemes to mentally assimilate the middle. Intelligence is practical. Notions of space and time are constructed by the action. By reflex, the baby takes what is in your hand, breast what is put in your mouth, see what is before him. Improving these schemes are able to see an object, pick it up and carry it to his mouth.

This period of life, the game is characterized by the name "exercise game" which involves the repetition of sequences already internalized by the child and satisfy your pleasure. No part of this phase, practical purposes, learning; is the simple satisfaction of manipulation.

These games are characteristic of the first eighteen months of life and are able to reemerge during childhood and even into adulthood. "The game disappears when exercise gives rise to a kind of saturation, when your goal no longer nurture no learning" (Negrine, 1994, p. 39).

Games sensorimotor exercise are divided into two categories: pure and referring to thought. Pure are subdivided into three types:

- Simple exercises;
- Combinations without purpose;
- Combinations with purpose.

The games are simple exercises aimed at capitalizing on the child context and repeat them in order to pursue two elements: pleasure and power. "They consist of games and playful character whose activity is very simple, like flipping, remove a wire from a piece of cloth, filling and emptying a container with sand or water and later split a whole and rebuild it" (Negrine 1994, p. 40).

Games without purpose combinations assume that the child is already able to create new combinations and play skills, which were based on functional exercises. In this type of play, children participate in discovering new and fun situations, destroying and building recreational hypotheses, for your amusement.

The tile games with purpose, as the name implies, assume a playful activity. This activity should be designed, prepared, articulate, allowing the child the internal construction of playful systems.

From the moment the act of exercise games and combine the actions of the child, other models that require more intelligence development arise. They are symbolic games and games with rules that depend on the preoperative and operative-specific stages.

* Preoperative (2-7 years). The child becomes able to mentally represent people and situations. Now you can act on simulation. Your perception is global, without discriminating details. Let yourself go by appearance, without relating aspects. It is self-centered.

This period of life, there are symbolic games. Piaget asserts that these games appear in the child along with other functions: the language and the design. Symbolic play is also called make-believe. According to Piaget, the game begins with symbolic behaviors by which the child imitates objects, people or situations. "Gradually, the symbolic play with other children (house, kindergarten, etc.) begins to take place, and the ludic symbolism becomes more complex" (FONTANA, 1997, p. 133). This activity with defined roles takes the place of make-believe, making symbolic play a more constructive action, in order to adapt to the real. "The more we advance in age more walks to reality" (KISHIMOTO, 2002, p. 40).

Piaget studied and divided the symbolic games in two types:

1) Projection schemes imitation on new objects. In this type, the games still do not have the action of the subject itself, but arise from imitation, therefore, are also called early games.

2) Assimilation of a simple object to another. In this type, an object takes several senses. Depending on the situation, an object can change its physical sense, reinforced by the word. Ex .: A sieve can be a wheel or a boomerang.

Symbolism gradually disappears, until it happens assimilation of real-life situations. At this stage, appear with the games rules, which are identified in the op-concrete stage.

* Surgery-concrete (7 to 11 years). At this stage the child is capable of abstracting data from reality, relating to different aspects. Not limited to an immediate representation, but still depends on the concrete world to reach an abstraction. Also develops the ability to redo a mental path, returning to the starting point of a situation.

This period of life, Piaget defines the third type of game, the rules. "The games with rules appear around seven years, made possible by the increasing socialization of the child's thinking, which leads to the replacement of individual playful symbol by the rules" (FONTANA, 1997, p. 134). In this sense, the rule is presented as a form of interaction of two individuals and has the regular function and integrate activities performed by them. According to Piaget, there are two types of rules: those that come from outside and that are built spontaneously. These results come from the socialization derived from games and exercises symbolic.

For Piaget, the development of the game is always evolving, and is individual and subjective for each child and can only be explained by it.

The game rules leads to a very social function of human being: thinking. The child begins to exercise thought and create rules to better organize and exercise play activity. "For Piaget, the child itself does not impose rules, but does so by analogy with those that received" (Negrine, 1994, p. 44). Regarding rules, Piaget defines two types: broadcast and spontaneous. The rules from appearing in traditional games (cards, chess) and are imposed by pressure from previous generations. Spontaneous rules are created by children in a situation of simple games or exercises of symbolic games.

Games with rules develop with age and are the only ones that perpetuate into adulthood. Piaget sees the game as a learning tool for the acquisition of intelligence and a tool that will enhance the child's development and balance this with the world.

* Logical-formal (12 years onwards). During this period the representation allows full abstraction. The child is no longer limited to the immediate representation or only to previously existing relationships, but is able to think logically at all possible relationships.

2.2 Design of the game, according to Vygotsky

The Belarusian thinker had a short life but left a great contribution in the field of child development. For Vygotsky, the individual is not born ready, nor is it a copy of the external environment. There is a constant and uninterrupted interaction between internal processes and influence the social world.

Vygotsky believes that development is the result of a major influence of the experiences of the individual. But each gives a particular meaning to these experiences. The way each individual is to learn the world. For him, learning and development are closely linked: we only develop if we learn.

Their studies are based on two zones: proximal development and real development zone (potential) zone. "The central notion is that it develops a zone of proximal development that differentiate the current level the child reaches the solution with independent problem and the level of potential development marked by the collaboration of adults and more capable peers' (KISHIMOTO, 2002, p. 135).

Thus, what is zone of proximal development today, turns actual developmental level tomorrow. Good teaching, therefore, is one that focuses on the proximal zone. Teach what the child already knows and is somewhat challenging to go beyond what she can learn is ineffective. Ideally, from which it dominates to enlarge your knowledge.

Piaget and Vygotsky have conceptual differences regarding the children's game. "For followers of Vygotsky, the playful act itself begins at 3 years, with the differing roles of Piaget, which proposes to exercise the sensorimotor level." (KISHIMOTO, 2002, p. 42). Vygotsky emphasizes the social, stating that it is in the role play that the child creates an imaginary situation, reproducing human relations.

Vygotsky analyzes the game as a basic factor in child development. For him, the child does not "play" for fun, the game is the appearance of an imaginary world. A child's imagination arises from an action. A child imagines and imagine playing. "One of their conclusions, to establish criteria to distinguish the children's game from other forms of activity in the game is that the child creates an imaginary situation" (Negrine, 1994, p. 46). The imagination or imaginary situation is the decisive and final game so that there is, in the opinion of Vygotsky feature.

According to Vygotsky's ideas, another basic factor in the game, the rules are. Without rules, there will be no game. "Whenever you produce an imaginary situation, there will be rules, not that kind of rules that are formulated previously and are changing according to the development of the game, but the rules they give off the same imaginary situation" (Negrine, 1994, p. 46). Therefore, there is no game without rules, the imaginary situation itself already contains rules of conduct.

> In play, the child acts upon objects as adults. "They play riding a horse, driving a train, feed, change and bathe a doll" (FONTANA, 1997, p. 135). During the development of these games, human relations appear clearly. They've not only piloting the train, but establish relationship between the driver and other employees of the station. When the doll cradles, assumes the role of mother scolds the doll takes to the doctor, school, worries, bringing in his gestures, the social relationship in which mother and daughter are involved.

Vygotsky divides childhood play in two facets: the imaginary situation and rules. "On one end lies the role play with implicit rules, and other rules of the game with explicit rules. There is a process that goes from explicit imaginary situation with implicit rules, the implied conditions, with explicit rules. "(KISHIMOTO, 2002, p. 43).

Being governed by implied rules of behavior, these relationships are an important pre-condition for that, gradually, children become aware of the existence of rules in play. So, just born with games like hopscotch rules, letters, sports.

Vygotsky claims that the same way that an imaginary situation has to contain rules of behavior, every game with rules contains an imaginary situation. "The game of chess (which is a game with rules), for example, is based on an imaginary situation" (FONTANA, 1997, p. 136). Certain parts of the chessboard can only be moved in a particular way, determined by an imaginary situation. Thus, the play unfolds, from an imaginary situation with implicit rules for an implicit imaginary situation with clear rules and goals.

Vygotsky also studied the social activity that takes place within teacher-child. The role of the school teacher is to enrich the entertaining experience of the child. She meets a more significant number of children of the same age, with adults who are at your disposal to meet some of their needs, materials, and space designed to allow the activities and therefore it will have an enrichment. Enrichment with which the teacher can develop, through interventions, land, space, directed activities that can bring new cultural elements, in which the child can then integrate into your game.

The game is a valuable adjunct educator, it has power over the child to facilitate the progress of each of their superiors, psychological, intellectual and moral functions, allowing the group is structured, establishing exchange relationships. The child learns to take their time and get used to dealing with rules. For the game, teaches, completing the knowledge, the knowledge and the discovery of the world. Thus providing learning from the stimulation of interest, discovery and reflection. Basically, the game is for the child, what the job is for an adult, a situation that should be taken seriously.

Seriousness in the game, for a three year old, means playing without separating the imaginary situation of the real; unlike, for a child of school age, the game becomes a form of activity much more athletic type, and therefore plays a very specific role in its development (Negrine, 1994, p. 52).

To educate a child, we need to understand what the game is in your life and the game can serve you; without understanding it clearly, it is impossible to educate her. Playing, the child exercises their potential and therefore develops.

The banter and the role it plays in child development change. "At preschool age, the game of make-account is the main activity of the child. Already at school age, games with rules and sports become more important "(FONTANA, 1997, p. 136).

Studies of Piaget and Vygotsky resemble argue that when the main activity that has a specific role in the development of mental representation is imitation, makes-believe, designed in Early Childhood Education.

3. THE PLAY IN EARLY CHILDHOOD EDUCATION AND EARLY YEARS OF BASIC EDUCATION

The game in school therefore has a key role in the humanization of the individual through the acquisition of habits, values and activities. It is the interpersonal relationship that we learn to collaborate, share, assign, share experiences, expose and organize ideas. For these features, the game contributes significantly in the teaching-learning process. This activity is an edge between childhood and adulthood, aiming to provide for the child's self-control, creativity and affirmation of his personality, being something serious with which she learns to organize to accomplish a task.

Therefore, the school activity should be an entertaining work for the children, so that they recognize the importance of play in education. CHATEAU (1987) states that, if your application at the school is reduced to a simple fun, demeans himself and the child's education, because "if the party despises pride and greatness that gives its own character to the human game" (p. 124).

In every child's right to play must be guaranteed because such act constitutes a requirement for well grow and develop as a person. The school, privileged life and learning space, must create conditions for student conduct recreational activities freely and at the same time, be able to use them as teaching-learning.

Many researchers have studied the play in the lives of people in various areas of human knowledge: psychology, art, anthropology, music, among others, and all these studies have an important contribution to understanding how they happen to situations of play. What lies behind this phenomenon has been much debated. Each area above studies and points to one direction and therefore there are different ways of interpreting the play. Play is essential to children's development: the affective, psychomotor, language and many other skills.

Play is important for children, because the game is a necessity, it is a time of fun, by which it can express itself off steam and aggression interact with other children develop and learn.

Play in Children's Education provides basic information about the child: your emotions, how you interact with your colleagues, your physical performance engine, its stage of development, their language level, their moral formation.

4. FINAL.

From the measurements made, it appears that the act of playing is present in human life. When you play, the child builds his knowledge. Both the game, as the toy and the fun, constitute a large universe, called the act of playing.

At school, there are many activities in which the game is present. In Early Childhood Education, the game presents itself as motor activities, movement, exercise. A child this age has to move and exercise your muscles so there is a normal and healthy development in their activities. She also needs a space so that it can feel good to perform their activities in a playful manner, complementing her imaginary world.

In the early years of elementary school, the goal is not only exercise the coordination of children this age, but also, through games, challenge it, developing his thought, his logical reasoning, his intelligence. Games in which the child develops cognitive side are very commonly used at this stage.

Given the theories dealt with, it can be said that the play has always been and always will be a daily reality in the lives of children, they should not be prevented from exercising their imagination, to assimilate the real desires to build their knowledge. We know that through the games and the toy, the child will be constituted as a subject and be organized. She first part of the banter with his own body to gradually go differentiating the objects around you. From an early age will know the world through the experiences.

The teacher is the major mediator of the game agent. He, through his actions, not only organizes and offers, but also acts on it, modifying it, developing it and making it more and more pleasurable. Consequently, it is he who arranges its structural basis, by offering objects, toys, games, arrangement of spaces and control of time to perform the play activity.

Through games, the teacher can observe and provide an overview of the processes of development of the child individually and in groups, recording their capabilities, skills and difficulties. That way, he can devise strategies to overcome or develop aspects observed.

The play is a source of pleasure and knowledge at the same time, it is necessary that all work in education stemming from the needs and interests of children. It is hoped that educators adopt increasingly dynamic and playful realize the importance of its application in learning by providing the child a pleasant climate, full of joy and spontaneity, proposing activities and encouraging them to discover the world and themselves for this, they need to be heard and live intensely these experiences. "All of these educational purposes are based on the influence that gambling has on the mental development of the child and on the formation of his personality" (Elkonin, 1998, p.421).

The benefit is evident that the game, the game offers to the various aspects of child development: social, emotional, cognitive, linguistic, cultural, engine, among others. Through play, the child exercises the challenges related to growth, making it increasingly skilled to face and learn to recognize the game and appreciate it.

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A CHANCE OF LEARNING: THE PLAY IN EARLY CHILDHOOD EDUCATION AND EARLY YEARS OF BASIC EDUCATION

ABSTRACT

This study aims to analyze the theoretical concepts about playing in kindergarten and the early years of elementary school. This is a basic survey of the literature reveals that like the importance of using play and their contribution to the development of psychomotor, cognitive and social functioning of the child. We also highlight the important role that the teacher plays in the action of play and the use of games. Given the analysis, we can confirm that the play is of paramount importance to, cognitive, affective, social and psychomotor development of children. We conclude from this study that the game is a source of pleasure while learning, in which children attending early childhood education and early years of elementary school develop many of their potential through this key resource that game.

KEYWORDS: Game Playing, Childhood Education, early years of elementary school.

UNE CHANCE DE L'APPRENTISSAGE : LE JEU EN PETITE ENFANCE ET ENFANCE DE L'ÉDUCATION DE BASE

RÉSUMÉ

Cetteétude vise à analyser les concepts théoriques surlalecture à l'écolematernelle et les premières années de l'écoleélémentaire . Ceci est une enquête de base de lalittératurerévèle que, commel' importance de l' utilisation de lalecture et leur contributionau développement de lapsychomotricité , lefonctionne mentcognitif et social de l'enfant . Nous soulignonsé galement le rôle important quejouel'enseig nant dansl'action du jeu et de l'utilisation des jeux .Comptetenu de l'analyse , nous pouvons confirmer que le jeuestd'une importance primordiale pour , affectif , social et psycho moteurcognitif des enfants . Nous concluons de cette étudeque le jeuestune source de plaisirtout enapprenant ,danslaquelle les enfants qui fréquententl'éducation de la petite enfance et les premières années de l'écoleélémentaire de développer beaucoup de leurpotentielgrâce à cetteressourceclé qui jeu .

MOTS-CLÉS : Jeu, l'éducation de lapetiteenfance , les premières annéesduprimaire .

UNA OPORTUNIDAD DE APRENDIZAJE: EL JUEGO EN LA EDUCACIÓN DE LA PRIMERA INFANCIA Y PRIMEROS AÑOS DE EDUCACIÓN BÁSICA

RESUMEN

Este estudiotiene como objetivo analizarlos conceptos teóricos acerca de jugar eneljardín de infantes y los primeros años de laescuela primaria. Esta es una encuesta básica de la literatura revela que al igual que laimportancia de utilizar eljuego y sucontribución al desarrollo de lapsicomotricidad, elfuncionamiento cognitivo y social delniño. También destacamos el importante papel que desempeña el profesor en la acción del juego y el uso de juegos. Teniendo encuenta el análisis, podemos confirmar que eljuego es de suma importancia para, cognitivo, afectivo, social y psicomotor de losniños. Llegamos a laconclusión de este estudio que eljuego es una fuente de placer, mientras que elaprendizaje, enel que losniños que asisten a laeducación de laprimerainfancia y losprimerosaños de laescuela primaria de desarrollar muchas de sus potencialidades a través de este recurso clave que juego.

PALABRAS CLAVE: Jugar aljuego, Educación Infantil, losprimerosaños de laescuela primaria.

UMA POSSIBILIDADE DE APRENDIZAGEM: O BRINCAR NA EDUCAÇÃO INFANTIL E ANOS INICIAIS DO ENSINO FUNDAMENTAL

RESUMO

O presente trabalho tem como objetivo analisar as concepções teóricassobre o brincar na Educação Infantil e nos anos iniciais do Ensino Fundamental. Trata-se de uma pesquisa básica do tipo bibliográfica que revela a importância da utilização do brincar e sua contribuição para o desenvolvimento das funções psicomotoras, cognitivas e sociais da criança. Destacamos também o importante papel que o professor exerce na ação de brincar e na utilização de jogos. Diante da análise feita, pode-se confirmar que o brincar é de suma importância para o desenvolvimento social, cognitivo, afetivo e psicomotor das crianças. Conclui-se a partir desse estudo, que o jogo é uma fonte de prazer e ao mesmo tempo de aprendizagem, na qual as crianças que frequentam a Educação Infantil e os anos iniciais do Ensino Fundamental desenvolvem muitas de suas potencialidades através desse recurso fundamental que o jogo.

PALAVRAS-CHAVE: Jogo, Brincar, Educação Infantil, anos iniciais do Ensino Fundamental.