92 - PLAY IN CHILD EDUCATION IN VISION PSYCHOANALYTIC

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Introduction

When we mention the word "play" is usually associated with the idea to play and have fun, because, the very play is something spontaneous and enjoyable and is present at all hours and moments of childhood, step one that is fundamental in human life. At this stage therefore the play, live and learn are pretty much the same things and considered indispensable ingredients to have a fuller and healthier life.

The play and recreational activities are paradoxical, because at the same time that are unpredictable and spontaneous free, are regulated as the world's appropriation so actively and directly, but also through fantasy, representation and language.

Therefore, it is fundamental to encourage and bring about change in "educators" to develop appropriate methodologies, thus changing their pedagogical stance in favor of improving early childhood education using the playful, not only inside the school in question, but in schools municipality to present this educational segment, being aware that by using up games and play as learning resources they are contributing in every way to the development of the child. Still showing students that whatever the joke requires up rules and mainly in schools requires limits governed by the school's own rules.

joke, play and playfulness

Play is a predominant activity of childhood and has been explored in the scientific field, in order to characterize their peculiarities, identify its relationship to development and to health and, among other things, participate in the education and learning processes Children.

The very act of playing or playing is as old as mankind, for man has always shown in their attitudes demonstrations to the playful. Even they show such actions in their sports, hunting and instincts.

The joke to Borba (2006) as well as all other actions of human beings, is also set in a historical and cultural context that permeates space, time, place and varies according to the social structures, serving for children is situated in society and social relationships with adults and other children, in which each exercise their role.

According to Maluf (2003, P.21) "Playing is the task of the day-to-day that neither parents nor teachers can transmit." The children's play is not just a "despicable superficial joke", as the true and deep play, wake up and fantasy forces live that, in turn, come to have a direct effect on the formation of neuronic connections in the brain .

Morphologically speaking, the word "game" that is, hobby, toy, fun and even, physical or mental activity structured by rules that define the loss or gain. (AURÉLIO, 2004) In other words, it is a more organized activity, which most often is mistaken for competition. However, seeks to stimulate learning and personal growth through social relations between two or more people, although this is a play by rules. (Antunes, 2003).

Vygotsky (1998) tells us that the toy has a huge influence on child development, as it promotes a transition situation from the child's action with concrete object and its significant actions. That's because he is a close connection object with the child, which is intended to amuse her and encourage representation through aspects of reality. (FERREIRA, 2003).

The main feature and toy function is to play as it focuses primarily on "invite and entice" the child, for this activity. While the game is a free action that provides pleasure for those jokes.

For Moyles (2003, p.36), "[...] The play, as a process and so provides an ethic of learning in which the basic needs of children's learning can be met." That these needs can be developed and acquired by the child to play.

The children's play, and develop motor, cognitive and intellectual abilities of the child is also a rich source of communication and socializing them. Because, as she interacts with either objects or other people, it builds relationships of affection and knowledge of the world around. In group play, for example, participants engage in an imaginary situation where everyone can exercise different roles to their reality, and are necessarily subject to the rules and behaviors.

Taking into account that affection is a human value that comes in many different dimensions, we can not forget what tells us Freire (2007, p.161), "[...] The educational practice is all about: affection, joy, scientific, technical field service of change or, unfortunately, the permanence of today. " So should include love in relationships teacher / student and in any developed pedagogical activity, as affection for the playful in the classroom provides a more satisfying learning.

It is essential and necessary for the teacher seek to steadily expand the experiences / child's experiences with an attractive physical environment, with toys, games and group activities. Thus, when it is organizing its activities and prepare their lessons, should select those most significant for their students, but also to create conditions for them to be carried out.

The creation of space and time for games is one of the most important teacher of the task, especially in early childhood education. It shall organize the spaces to allow different forms of games, games and activities that allow children to expand their movements.

In Oak View (1992), the teaching developed in a playful manner, acquires a more significant aspect and relatively affective in the process of the child's intelligence development, since it modifies purely transmitter transformer act playfulness act if detonating it therefore at stake.

Psychoanalysis as a theory of human development and knowledge of the functioning of the psychic apparatus, comes to investigate mental disorders acquired in everyday life, which mostly are almost inaccessible by any other method, thus bringing a new way of looking at child and childhood. From then on, it ceases to be seen only by chronological and genetic aspects of childhood and becomes covered by the logic of the unconscious in his psychic reality, made up of desires and fantasies. (COSTA, 2007).

It is considered that Freud was the forerunner of analysis with children as from your work at the clinic under review with adults, found that all their memories, are related to trauma, difficulties and conflicts experienced by them in childhood. Then goes on to elaborate theories on child sexuality without even ever having met the children, but doing tests and observations on his own children and can see that actually pass through the steps set out for him. And in this context turns out to confirm from an

interventional clinical study with a boy of five years, which was held by his father in his own house, but under his supervision. Is your illustrious work entitled "Phobia Analysis of a five-year", thus demonstrating that the psychic reality of a child resembles an adult about their fears, anxieties and sorrows. (Affonso, 2012).

Playing this sense is for the child as well as the dream is for adults. Allows it to solve difficult problems, wins painful realities, transforming moments of anguish into joy, projecting them abroad. The very object used by the child, in case the toy is an intermediate instrument that provides communication and symbolic expression of unconscious fantasy of the internal object and the external reality, that is, it becomes a bridge between fantasy and reality . (COSTA, 2007).

For Winnicott (1992), through its jokes the child acquires experience and knowledge in the same way that the adult to relate with the environment, because at that time she comes in contact with your personal psychic reality and may or may not show expressions of love and hate. Thus, the use made of the toy and the relationship established with him, is more significant than the actual object itself.

When playing, children reveal their emotional state, auditory, cognitive, sensory-motor, and also expands their social relationships and learns to respect rules, thus establishing a close relationship between the actual level of development and its potential ability to learning. Ie the toy creates a "Zone of Proximal Development" through which the child learns and develops at the same time having the ability to solve a problem by itself. (Vygotsky, 1998).

Methodology

This work is characterized as a field research, qualitative descriptive. According to Gil (2008), descriptive studies are aimed at the description of the characteristics of a population, a phenomenon or an experience. This type of search enables the objectives are achieved more easily because it "allows to know the different situations and relationships that occur in social, political, economic and other aspects of human behavior, both individually and in groups and / or communities" . (SILVA, 2007, p. 61). The sample consisted of ten (10) teachers of early childhood education, (02) two managing, and (01) one director and (01) an adjunct and (02) two people of the technical staff, 01 Guidance Educational and 01 Pedagogical Advisor, so that this work could contribute in accordance with the objectives presented, seek through the survey of the subject access the school researched data, at first, we appropriate characteristic aspects, about the problematic explained. And, secondly, we applied an interview with open and closed questions, for teachers, direction, technical staff researched school.

Result

1st) Question: For you, what is playfulness?

According to the responses, some of the subjects interviewed had similar ideas, with that gathered by affinities.

"The playfulness is a way to encourage and develop creativity and knowledge of the child through fun and games." (4) subject

"The playfulness has to do with the children play games." (2)

"I believe that is the methodology developed through games." (2)

"The playfulness should refer to the children's play".

2nd) Do you often use play activities in their teaching?

Table I

CATEGORIES	FREQUENCY	PERCENTAGE
Always	05	50%
Sometimes	03	30%
Never	02	20%
TOTAL	**10**	**100%**

3rd) Question: Do you see differences in learning and interest of the children when we use these resources?

Table II

CATEGORIES	FREQUENCY	PERCENTAGE
YES	06	60%
Not always	02	20%
NO	02	20%
TOTAL	**10**	**100%**

4th) Question: How do you consider the play activities?

Table III

CATEGORIES	FREQUENCY	PERCENTAGE
Source of learning and fun	06	60%
Waste of time / Hobbies	04	40%
none	-	-
TOTAL	**10**	**100%**

5th) Do you have knowledge regarding the playfulness in psychoanalysis?

Among the responses, gathered by some affinities, who had by frequency:

"I believe that the analyst tries to relate to the patient using games." (04) Four subjects

"I think a joke or playful activity is developed." (03) three subjects

"I do not know well, but must use toys in clinics." (02) two subjects

"I have no knowledge about it." (01) a subject

Discussion

The playful activity is the primary means of expression that enables children to investigate and learn about the people and things in the world, whether through the game, toy or game. At the same time the child plays freely, she experiences something new, builds and deconstructs thoughts, and from there will be constituted as a subject and developing potential because it is in a constant process of change throughout life. (Winnicott, 1971) And the very childhood as a major part of life is an important phase to be developed and experienced recreational activities, providing joy, pleasure, integral development, and meaningful learning for life.

According to the results of Table I, as the continued use or the introduction of play activity in their practice, five (05) of the subjects reported using always-three (03) said they used on occasion. By contrast, two (02) subjects reported never using these devices.

We must understand that, even before being a resource or teaching work tool, the playful presents itself as a human need, to develop physical, motor and cognitive.

Since they are considered important activities for development of the child, we can not forget that, "[...] the play, as a process and so provides an ethic of learning in which the basic learning needs of children can be met ". (Moyle, 2003, p. 36)

So since the time of play the child exposes his emotions, desires and inner reality, it is necessary that the educator is used, this tool at school and especially in kindergarten, both to relate to your son or daughter like to understand it better. Thus, consistent with studies by Anna Freud who emphasized that the analyst must be above all an educator, taking a stance and affective link with the child.

However, with respect to individuals who do not observe such a difference, because it is certainly not necessary to soak up the moment the child and the role that play has for the establishment of children's thinking.

Taking as reference the results of Table III, 60% of the subjects believe that the use of playful encourages conducive to learning. In contrast, 40% of them still use to this feature only as an escape from routine or hobby.

It is unfortunate that there are professionals who do not possess the minimum "playful training" and even consider blogging as a waste of time, leaving the child to play just to spend time in a routine and tiresome lesson.

One can not forget that early childhood education is the basis for all basic education quality and everything that occurs in this period, continually mark the child's life. So should seek to improve themselves and always know that by playing the child performs better than expected for their age and even more beyond its behavior. (Vygotsky, 1989)

In view of Klein (1991), the toy is used as an intermediate tool for comprehensive reporting, resembling the dreams, it gives vent to make real something that until now was impossible to accomplish.

Pretty, playful instrument is important not only in education but also in psicanalistica area because after the introduction of ludodiagnóstica technique analyzes be opened paths, and access more easily to the unconscious children, since such access occurred only in adults through verbalization (free association). Then, through the child's play we can understand their behavior, their troubles and know how in reality it is because playing it expresses its inner side.

Final Thoughts

As we have seen, play is a free activity, which can not be defined and that, by generating pleasure, has an end in itself, providing children with knowledge. And when used as a tool in schools, it stimulates increasing the participation of students in class, but also improve the results in the teaching-learning process. And, when used as a tool in analysis with children, it serves as intermediary between the inner and outer reality, through which the patient can express their fears, anxieties and even resolve conflicts that until now was difficult.

Considerably, there are many concepts and benefits presented about the importance of play in children's lives, whether in their cognitive, emotional or physical development. And in the psychoanalytic field, contributions are also quite significant, because taking into account the statements of Winnicott (1982) in which the play is an intervention between the internal object and the external reality of the child, one can show that the joke it's just not something pleasant, but favors the establishment of social relations, learning and construction of the subject lived the experience of this activity.

In this sense, the toy turns out to become the main key to know the subjectivity of a child and the means by which childhood experiences are expressed in detail, favoring a more meaningful communication and variety.

Taking into account all the benefits provided by the play and visors recreational activity throughout the child's life, in their education and integral development, it is that kindergarten teachers can not fail to insert it into their teaching as they often , this space of the classroom, which should provide integration and socialization of knowledge often restricted only to teaching graphic activities not allowing a playful action.

Therefore, it was confirmed once again that the use of playing as one more in schools strategy brings benefits to children who have more conditions that facilitate learning, as to teachers, which uses a more resource to reach your goals for the children or the school community. That's because, in addition to a source of pleasure, "play" is a source of knowledge and can represent challenge and provoke reflective thinking of the child.

Therefore, to include recreational activities in children's institutions, it is necessary that they be reorganized, curricula rethought emphasizing the view of the game, the child's development and learning, based on concrete reality. And yet, the teacher put up as a participant and accompanying the whole process of activity, mediating knowledge through play and games, so that they can be reworked rich and pleasurable way.

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PLAY IN CHILD EDUCATION IN VISION PSYCHOANALYTIC

ABSTRACT

This research deals and reflected on core issues of play in early childhood education in the light of psychoanalysis, highlighting them as resources and important tools for the development of children. It sought for through this, understand and understand the benefits of using recreational activities and play in the kindergarten school, analyzing and reflecting on the theories related to the use of playfulness in this environment, comparing them with the pedagogical practices carried out by teachers Children's education in a municipal school in the city of Tan-PB, observing since the natural play of the child is very significant to their learning, their development, as well as for access to the unconscious child by psychoanalytic technique. In this sense, the play is the very life of the child, through which it can move, express themselves and develop. The method used was qualitative descriptive field research, in which we as a tool for data collection, interviews were conducted and compiled from the proposed objectives, presenting questions, open and closed, applied to the subject: (10) ten teachers infantildiscutindo teaching about the use and importance of the play in early childhood education. After analyzing the data, we observed that although they consider important recreational activities, are not all that use them as a teaching tool in the classroom. And, although the professionals questioned have a good level of education does not mean it is fully prepared to deal with the playfulness in their teaching as it lacks a playful training and total gift that requires early childhood education. So it's extremely important the use of playful educational practice, not only for learning and student development, but also for the teacher. Thus, when used from recreational use, either by playing or the game, he will be contributing not only to the development of learning and the child's potential, but also enable numerous relationships between thought and reality. So psychoanalysis as a theory of development and knowledge of the psychic apparatus, brings a new way of looking at the child and shows that, through play we can understand their behavior, their troubles and know how in reality it is because playing it expresses its inner reality.

KEYWORDS: Psychoanalysis. Playful. Professor. Child. Learning

JOUER DANS L'EDUCATION DE ENFANT EN VISION PSYCHANALYTIQUE

RÉSUMÉ

Cette recherche dépeint et réfléchi sur les questions fondamentales de jouer dans l'éducation de la petite enfance à la lumière de la psychanalyse, les mettant en valeur des ressources et des outils importants pour le développement des enfants. Il cherchait par ce biais, de comprendre et de comprendre les avantages de l'utilisation des activités récréatives et de jouer dans l'école maternelle, l'analyse et la réflexion sur les théories relatives à l'utilisation d'espièglerie dans cet environnement, en les comparant avec les pratiques pédagogiques menées par les enseignants L'éducation des enfants dans une école municipale dans la ville de Tan-PB, observant depuis le jeu naturel de l'enfant est très important de leur apprentissage, leur développement, ainsi que pour l'accès à l'enfant inconscient par la technique psychanalytique. En ce sens, le jeu est la vie même de l'enfant, à travers lequel il peut se déplacer, se exprimer et de développer. La méthode utilisée est la recherche qualitative descriptive de champ, dans lequel nous comme un outil pour la collecte de données, des entrevues ont été menées et compilées à partir des objectifs proposés, présentant des questions, ouvertes et fermées, appliquée à l'objet: dix (10) enseignants infantildiscutindo enseignement sur l'utilisation et l'importance du jeu dans l'éducation de la petite enfance. Après avoir analysé les données, nous avons observé que, bien qu'ils considèrent activités récréatives importantes, ne sont pas tout ce qui les utilisent comme un outil d'enseignement en classe. Et, bien que les professionnels interrogés ont un bon niveau d'éducation ne signifie pas qu'il est totalement prêt à faire face à l'espièglerie dans leur enseignement car il manque une formation ludique et don total que nécessite l'éducation de la petite enfance. Donc, il est extrêmement important de l'utilisation de la pratique éducative ludique, non seulement pour l'apprentissage et l'élève le développement, mais aussi pour l'enseignant. Ainsi, lorsqu'il est utilisé à partir de l'utilisation récréative, soit en jouant ou le jeu, il sera contribue non seulement au développement de l'apprentissage et le potentiel de l'enfant, mais aussi de permettre de nombreuses relations entre la pensée et la réalité. Donc, la psychanalyse comme une théorie du développement et de la connaissance de l'appareil psychique, apporte une nouvelle façon de regarder l'enfant et montre que, par le jeu, nous pouvons comprendre leur comportement, leurs problèmes et de savoir comment il est en réalité parce que jouer il exprime son réalité intérieure.

MOTS-CLÉS: la psychanalyse. Ludique. Enseignant. Enfant. Apprentissage

JUGAR EN LA EDUCACIÓN INFANTIL EN VISION PSICOANALÍTICA

RESUMEN

Esta investigación retratado y reflexionó sobre cuestiones básicas de juego en la educación infantil a la luz del psicoanálisis, destacando como recursos y herramientas importantes para el desarrollo de los niños. Se buscó a través de este, entender y comprender los beneficios del uso de actividades recreativas y jugar en el jardín de infantes de la escuela, el análisis y la reflexión sobre las teorías relacionadas con el uso de la alegría en este entorno, comparándolas con las prácticas pedagógicas realizadas por profesores la educación de los niños en una escuela municipal en la ciudad de Tan-PB, observando desde que el juego natural del niño es muy importante para su aprendizaje, su desarrollo, así como para el acceso al niño inconsciente por la técnica psicoanalítica. En este sentido, la obra es la misma vida del niño, a través del cual puede moverse, expresarse y desarrollarse. El método utilizado fue la investigación cualitativa descriptiva de campo, en el que nosotros, como una herramienta para la recolección de datos, se realizaron entrevistas y compilado a partir de los objetivos propuestos, la presentación de preguntas, abiertas y cerradas, aplicada al tema: (10) diez maestros infantildiscutindo enseñanza sobre el uso y la importancia del juego en la educación infantil. Después de analizar los datos, se observó que a pesar de que consideran actividades recreativas importantes, no son todos los que los utilizan como una herramienta de enseñanza en el aula. Y, aunque los profesionales cuestionados tienen un buen nivel de educación, no significa que está totalmente preparado para hacer frente a la alegría en su enseñanza, ya que carece de una formación lúdica y entrega total que requiere la educación de la primera infancia. Así que es muy importante el uso de la práctica educativa lúdica, no sólo para el aprendizaje y el alumno el desarrollo, sino también para el profesor. Por lo tanto, cuando se utiliza de uso recreativo, ya sea jugando o el juego, se estará contribuyendo no sólo para el desarrollo del aprendizaje y el potencial del niño, sino que también permiten numerosas relaciones entre el pensamiento y la realidad. Así que el psicoanálisis como una teoría del desarrollo y el conocimiento del aparato psíquico, trae una nueva forma de ver al niño y demuestra que, a través del juego podemos entender su comportamiento, sus problemas y saber en realidad es porque jugar expresa su realidad interna.

PALABRAS CLAVE: Psicoanálisis. Juguetón. Maestro. Niño. Aprendizaje

BRINCAR NA EDUCAÇÃO INFANTIL NÀ VISÃO PSICANÁLITICA

RESUMO

A presente pesquisa retratou e refletiu sobre questões centrais do brincar na educação infantil à luz da psicanálise, destacando-os como recursos e instrumentos importantes para o desenvolvimento integral da criança. Buscou-se pois através desta, compreender e entender os benefícios do uso de atividades lúdicas e do brincar na escola de ensino infantil, analisando e refletindo acerca das teorias relacionadas à utilização do lúdico neste ambiente, comparando-os com as práticas pedagógicas realizadas pelos professores de ensino infantil de uma escola municipal da cidade de Teixeira-PB, observando-se pois que o brincar natural da criança é bastante significativo para sua aprendizagem, seu desenvolvimento, assim como também, para o acesso ao inconsciente da criança pela técnica psicanalítica. Nesse sentido, a brincadeira é a própria vida da criança, através da qual ela pode movimentar-se, expressar-se e desenvolver-se. O método utilizado foi a pesquisa de campo descritiva qualitativa, no qual tivemos como instrumento para a coleta de dados, entrevistas que foram realizadas e elaboradas a partir dos objetivos propostos, apresentando questões, abertas e fechadas, aplicada aos sujeitos: (10) dez professores do ensino infantil discutindo sobre o uso e a importância do lúdico na educação infantil. Após a análise dos dados, observamos que, apesar de considerarem importantes as atividades lúdicas, ainda não são todos que as utilizam como recurso pedagógico em sala de aula. E, ainda que os profissionais questionados possuam um ótimo nível de escolaridade, não quer dizer que esteja preparado totalmente para lidar com a ludicidade na sua prática pedagógica, pois lhe faltam uma formação lúdica e doação total que exige o ensino infantil. Então, é de fundamental importância o uso da prática educativa lúdica, não só para a aprendizagem e desenvolvimento do aluno, como também, para o professor. Desse modo, ao utilizar-se do recurso lúdico, seja pelo brincar ou pelo jogo, ele estará contribuindo não somente para o desenvolvimento da aprendizagem e das potencialidades da criança, mas também, possibilitará inúmeras relações entre o pensamento e o real. Portanto, a psicanálise como teoria do desenvolvimento e do conhecimento do aparelho psíquico, traz uma nova forma de olhar a criança e mostra que, através da brincadeira podemos compreender seus comportamentos, suas angústias e saber como na realidade ela é, porque brincando ela expressa sua realidade interna.

PALAVRAS-CHAVE: Psicanálise. Lúdico. Professor. Criança. Aprendizagem