

THE CONTRIBUTIONS OF PLAY AND PLAY IN EARLY CHILDHOOD EDUCATION AND EARLY YEARS OF ELEMENTARY SCHOOL



<https://doi.org/10.56238/arev6n4-430>

Submitted on: 11/26/2024

Publication date: 12/26/2024

João Derli de Souza Santos¹, Marileia Mafra², Camila da Cunha Nunes³, Eliane Kormann⁴ and Vera Lúcia Simão⁵.

ABSTRACT

This study aims to investigate the theoretical conceptions of renowned researchers about playing and playing in pedagogical practice in Early Childhood Education and Early Years of Elementary School. This is a bibliographic research that reports the importance of the use of play and play and its contribution to the development of the child's psychomotor, affective, cognitive and social functions. We also report the role that teachers play in the action of playing and playing in Early Childhood Education and Early Years of Elementary School. In view of the analysis carried out, we can confirm that playing and playing are of paramount importance for the integral development of children, in Early Childhood Education or in the Early Years of Elementary School. It is concluded from this study that playing and playing is a source of pleasure and at the same time of knowledge, in which children who attend Early Childhood Education and Early Years of Elementary School develop their motor skills.

Keywords: Play. To play. Early Childhood Education. Early Years of Elementary School.

¹ Dr. in Education from Unicamp.

Email: derli@unifebe.edu.br

² Specialist in Pedagogical Theories and Practices in Early Childhood Education and Initial Grades of Elementary Education at Unifebe.

Email: marileia@gmail.com

³ Dr. in Regional Development from the Regional University of Blumenau Foundation.

E-mail: camila.nunes@unifebe.edu.br

⁴ Master's degree in Education from the Regional University of Blumenau Foundation.

Email: eliane.kormann@unifebe.edu.br

⁵ Dr. in Education and Society from the University of Barcelona - UB - Spain.

E-mail: vera.simao@uniarp.edu

INTRODUCTION

The intention of carrying out this study arose from some concerns regarding the pedagogical performance of teachers who work in Early Childhood Education and Early Years of Elementary School and to problematize the issue of Playing and playing in this Educational space.

The relevance of this study is justified by the importance that has been attributed to the activity of playing and playing as a strategy in the teaching-learning process. What led to research on the contribution of play in Early Childhood Education and Early Years of Elementary School was the influence of research carried out by Piaget and Vygotsky and other renowned researchers in this area. And, based on these studies, we aim to analyze the theoretical conceptions about playing and playing.

It is a bibliographic research, which is divided into two teaching modalities: Early Childhood Education and Early Years of Elementary School. In both, the importance of playing and playing for the child's development is emphasized.

The research also addresses the role of the teacher, as a subject who is also a playful person and who promotes the learning of his students through games.

The mediation of the educator and his type of involvement in the activity is fundamental both to organize and intervene in this space and in this material environment and to observe and manage the space in question. This implies thinking about the role and quality of this mediation that will directly reflect on the work proposals in the dynamics of the pedagogical routine, as well as on the role of the toy, the space and the various forms of use (FANTIN, 2000, p. 97).

In this context, games are part of the act of educating, in a conscious, intentional and society-modifying commitment.

The main axis in which the present research is oriented is the relationship of play in which the child is inserted while attending Early Childhood Education and the change that this play undergoes when this child enters the Early Years. In this teaching modality, playing is focused on the use of games, which help to achieve the teacher's educational objectives and facilitate the learning of content that makes up the school curriculum.

THE CONTEXT OF THE GAME

The game is an activity that the child develops at all times, in the context of his family life and in relationships with peers of his age. The child "plays" for his pleasure and recreation, allowing him to come into contact with others: adults, parents and friends of the

same age, and also with the space, with the environment, with the culture in which he is contextualized. (NEGRINE, 1994,).

Continuing, the author argues that throughout the history of humanity the game has gone through different interpretations. In antiquity it was seen merely as recreation. In the Middle Ages it was considered "not serious" because it was associated with gambling. In the Renaissance, it was understood as free conduct that favors the development of intelligence and facilitates study. Later, in a romantic vision, it appears as a typical and spontaneous attitude of the child. Today, after much research, there is a great concern to treat it in a serious and scientific way, making it an essential process for the development of the human being. Games are of great value, not only for the interest they universally arouse in children, but also for the joy they arouse when playing (NEGRINE, 1994).

THE GAME, ACCORDING TO PIAGET

Children's play resurfaced in psychological research in the 1970s, stimulated by Piaget and his work *The Formation of the Symbol in the Child* (1978). Perhaps the strongest impact received by basic education in this century did not come from an educator, but through the relevant studies carried out by a biologist, the Swiss Jean Piaget.

Piaget dedicated his life to studying the formation of intelligence, from birth to maturity of the human being. "For Piaget, each 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 he already has. If they are not enough, it is necessary to build new structures, that is, accommodation. In Piagetian theory, assimilation and accommodation are processes of correspondence, so that deduction and experience later arise.

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

1st Stage: Reflex preparation. At this stage, the absence of imitation is observed. The child will be reproducing a model through reflex acts and relating it to pleasure. The child does not have enough mental structure that will allow him to imitate a certain action.

2nd Stage: Sporadic imitation. At this stage, reflex acts are amplified and capture external elements, through an experience acquired in the form of circular reactions.

3rd Stage: Systematic imitation. This stage occurs between 4 months and 4 1/2 months of life. In this period there is already coordination of vision and grip. Therefore, we can say that the child already imitates all the movements he performs.

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

- a) Movements that the eight- or nine-month-old baby already performs, but does not realize, that is, that he cannot see.
- b) Imitation of new sounds and gestures that appear in the environment. During this period, he begins to visualize the movements made by his own body. "These facts, in Piaget's opinion, 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 one's own body. This stage contemplates the continuity of the 4th, in which the imitation of the child's playful activities appears more pronounced.

6th Stage: Beginning of representative imitation and subsequent evolution of imitation.

At this stage the appearance of the playful symbol occurs. The child has mental progress, which can be called sensorimotor intelligence. This stage is divided into two moments.

- a) Dilated imitation: reproduces an action that is absent. E.g.: The child puts his hand to his mouth, as if he were eating, but without having anything in his hand.
- b) Evolution after imitation: language appears (between 2 and 7 years old) and imitation starts to be observed and analyzed.

Piaget dedicated his life to the investigation and appropriation of intelligence. "After describing the evolution of imitation in the development of the child, Piaget analyzes the evolution of play in these same stages" (NEGRINE, 1994, p. 35).

The studies of this theorist described stages in the evolution of children's reasoning, which allowed us to observe the change in the game and its characteristics in each phase. They are:

* Sensorimotor (0-2 years). From basic neurological reflexes, the baby begins to build action schemes to mentally assimilate the environment. Intelligence is practical. The notions of space and time are constructed by action. By reflex, the baby takes what is in

his hand, suckles what is put in his mouth, sees what is in front of him. By improving these schemes, it is able to see an object, pick it up, and bring it to the mouth.

In 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 that satisfy his pleasure. Practical purposes, learning; it is the simple satisfaction of manipulation.

These games are characteristic of the first eighteen months of life and are capable of resurfacing during childhood and even in adulthood. "The exercise game disappears when it gives way to a kind of saturation, when its objective no longer provides any opportunity for learning" (NEGRINE, 1994, p. 39).

Sensorimotor exercise games are divided into two categories: pure and thought-related. Pure foods are subdivided into three types:

- simple exercises;
- combinations without purpose;
- combinations with purpose.

The simple exercise games aim to take advantage of elements of the children's context and repeat them in order to exercise two elements: pleasure and power. "They consist of games of a playful nature and whose activity is very simple, such as throwing, removing a thread from a piece of farm, filling and emptying a container with sand or water and, later, dividing a whole and reconstructing it" (NEGRINE, 1994, p. 40).

Purposeless combination games assume that the child is already capable of creating new combinations and playful skills, which were based on functional exercises. In this type of game, the child participates by discovering himself in new and fun situations, destroying and building playful hypotheses, for his amusement.

Combination games with purpose, as the name implies, presuppose a playful activity. This activity must be designed, prepared and articulated, enabling the child to build playful systems internally.

From the moment that exercise games act and combine in the child's actions, other models emerge, which demand more from the development of intelligence. They are: symbolic games and games with rules, which depend on the preoperative and operative-concrete stages.

* Preoperative (2 to 7 years). The child becomes capable of mentally representing people and situations. You can now act by simulation. Its perception is global, without

discriminating details. He lets himself be carried away by appearance, without relating aspects. It is centered on itself.

In this period of life, symbolic games emerge. Piaget states that these games appear in the child along with other functions: language and drawing. The symbolic game is also called make-believe. According to Piaget, symbolic play begins with behaviors by which the child imitates objects, people, or situations. "Gradually, the symbolic play with other children (house, school, etc.) begins to take place, and the playful symbolism becomes more complex" (FONTANA, 1997, p. 133). This activity with defined roles takes the place of make-believe, making the symbolic game a more constructive action, with the purpose of adapting to reality. "The more you advance in age, the more you move towards reality" (KISHIMOTO, 2002, p. 40).

Piaget studied and divided symbolic games into two types:

- 1) Projection of imitation schemes on new objects. In this type, the games do not yet present the subject's own action, but result from imitation, therefore, they are also called initial games.
- 2) Simple assimilation of one object to another. In this type, an object takes on several meanings. Depending on the situation, an object can change its physical meaning, reinforced by the word. E.g.: A sieve can be a flywheel or a boomerang.

Gradually, the symbolism disappears, until the assimilation of real-life situations takes place. In this phase, games with rules appear, which are identified in the operative-concrete stage.

* Concrete-operative (7 to 11 years). At this stage, the child is already able to abstract data from reality, relating different aspects. It is not limited to an immediate representation, but still depends on the concrete world to arrive at an abstraction. It also develops the ability to retrace a mental path, returning to the starting point of a situation.

In this period of life, Piaget defines the third type of game, that of rules. "Games with rules appear around the age of 7, made possible by the growing socialization of the child's thinking, which leads to the replacement of the individual playful symbol by rules" (FONTANA, 1997, p. 134). In this sense, the rule is presented as a form of interaction between two individuals and has the function of regulating and integrating the activity performed by them. According to Piaget, there are two types of rules: those that come from

outside and those that are constructed spontaneously. These come from socialization results obtained from exercise and symbolic games.

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

The game of rules refers to a social function specific to the human being: thinking. The child begins to exercise thought and create rules to better organize and exercise playful activity. "For Piaget, the child by himself does not impose rules, but does so by analogy with those he has received" (NEGRINE, 1994, p. 44). Regarding rules, Piaget defines two types: transmitted and spontaneous. The rules transmitted appear in traditional games (cards, chess) and are imposed by pressure from previous generations. Spontaneous rules are created by the child, in a given situation of simple exercise games or symbolic games.

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

* Logical-formal (12 years old and above). In this period, representation allows total abstraction. The child is no longer limited to immediate representation or only to previously existing relations, but is capable of thinking of all logically possible relations.

THE GAME, ACCORDING TO VYGOTSKY

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

Vygotsky understands that development is the result of a great influence of the individual's experiences. But each one gives a particular meaning to these experiences. The way each one learns the world is individual. For him, development and learning are intimately linked: we will only develop if we learn.

Their studies are based on two zones: zone of proximal development and zone of real (potential) development.

The central notion is that a zone of proximal development is developed in which the current level that the child reaches with the solution of independent problems and the level of potential development marked by the collaboration of the adult and more capable peers are differentiated" (KISHIMOTO, 2002, p. 135).

In this way, what is a zone of proximal development today becomes a level of real development tomorrow. Good teaching, therefore, is that which focuses on the proximal zone. Teaching what the child already knows is not very challenging and going beyond what he can learn is ineffective. The ideal is to start from what they master to expand their knowledge.

Piaget and Vygotsky present conceptual differences about children's play. "For Vygotsky's followers, the act of play itself begins at the age of 3, with that of roles differing from Piaget, who proposes that of exercise at the sensorimotor level. " (KISHIMOTO, 2002, p. 42). Vygotsky prioritizes the social, stating that it is in the game of roles that the child creates an imaginary situation, reproducing human relationships.

Vygotsky analyzes play as a basic factor in child development. For him, the child does not "play" for pure pleasure, the game is the emergence of an imaginary world. The child's imagination arises from an action. The child imagines and when he imagines, he plays. "One of his conclusions, in establishing criteria to distinguish children's play from other forms of activities, is that in the game the child creates an imaginary situation" (NEGRINE, 1994, p. 46). The imagination or imaginary situation is the determining and definitive characteristic for there to be play, in Vygotsky's view.

According to Vygotsky's ideas, another basic factor in the game is the rules. Without rules, there will be no game. "Whenever an imaginary situation occurs, there will be rules, not the type of rules that are formulated previously and change according to the development of the game, but rules that are detached from the same imaginary situation" (NEGRINE, 1994, p. 46). Therefore, there is no game without rules, the imaginary situation itself already contains rules of conduct.

When playing, the child acts on objects, like adults. "They play riding a horse, driving a train, feeding, changing or bathing a doll" (FONTANA, 1997, p. 135). During the development of these games, human relationships appear clearly. They no longer only drive the train, but establish a relationship between the driver and other station employees. When she rocks the doll, she assumes the role of mother, scolds the doll, takes her to the doctor, to school, worries, bringing in her gestures, the social relationship in which mother and daughter are involved.

Vygotsky divides children's play into two facets: the imaginary situation and the rules. "At one end there is the game of roles with implicit rules and, at the other, the game

of rules with explicit rules. There is a process that goes from explicit imaginary situations, with implicit rules, to implicit situations, with explicit rules". (KISHIMOTO, 2002, p. 43).

Being regulated by implicit rules of behavior, these relationships are an important precondition for children to gradually become aware of the existence of rules in play. So, that's how games with rules such as hopscotch, cards, sports were born.

Vygotsky states that in 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 pieces on the chessboard can only be moved in a specific way, determined by an imaginary situation. In this way, play develops, moving from an imaginary situation with implicit rules, to an implicitly imaginary situation, with clear rules and objectives.

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

The game is a precious aid to the educator, as it has on the child a power to facilitate the progress of each of his superior functions, psychological, intellectual and moral, allowing the group to structure itself, establishing exchange relations. The child learns to wait his turn and gets used to dealing with rules. Because 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 work is for the adult, a situation that must be taken seriously.

[...] for a three-year-old, it means playing without separating the imaginary situation from the real one; on the contrary, for a school-age child, play becomes a form of activity that is much more of an 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 represents in his life and so that the game can serve him; without understanding this clearly, it is impossible to educate him. By playing, the child exercises his potentialities and, therefore, develops.

Play and the role it plays in child development change. "At preschool age, pretend play is the child's main activity. At school age, games with rules and sports become more important" (FONTANA, 1997, p. 136).

The studies of Piaget and Vygotsky are similar when they argue that the main activity that has a specific role in the development of mental representation is imitation, make-believe, conceived at preschool age.

PLAY AND CHILD DEVELOPMENT

Every child must be guaranteed the right to play, as such an act is a requirement for good growth and development as a person. The school, a privileged space for life and learning, must create conditions for the student to carry out playful activities freely and, at the same time, be able to employ them as teaching-learning strategies.

Many researchers have studied play in people's lives, in the most diverse areas of human knowledge: in psychology, art, anthropology, music, among others, and all these studies have a very important contribution to understanding how play situations happen. What is behind this phenomenon has been much debated. Each area above studies and points to a direction and, therefore, there are different ways of interpreting the games. Playing is essential for child development: affectivity, psychomotricity, language and countless other skills.

Playing is important for the child, because the game is a necessity, it is a moment of fun, through which he can express himself, discharge energies and aggressiveness, interact with other children, develop and learn.

Children's playful activity provides elementary information about the child: his emotions, the way he interacts with his peers, his physical motor performance, his stage of development, his linguistic level, his moral formation.

The great importance of play for the development of the child's personality lies in the fact that psychic processes rise to a higher scale thanks to the development of his personality and consciousness. In the game, the child becomes aware of himself, learns to desire and to subordinate to his desire his passing affective impulses, and his actions to a certain behavior. (FANTIN, 2000 p. 45).

Therefore, the game for the child is much more than a simple act of playing. Through it, she communicates with the world and also expresses herself.

Playful from the Latin *ludere* (illusion) is the adjective that qualifies everything that is related to the game or play. It is used to characterize a mentality, a behavior or an action

that seems to represent an event in which the real has a status similar to that which it has in play or play: of pleasure, of fun.

For Vygotsky, "... in the toy the child creates an imaginary situation" (p. 107, 1991). While playing, it presents an involvement and an emotion, which differentiates play from other forms of activity. The act of playing should not be despised or treated as a "job" done by the child. But adults often conceive of play as useless opportunities that children develop. Vygotsky states that "play differs substantially from work and other forms of play" (1991, p.107).

Playing is essential to the physical, emotional and intellectual health of human beings. Playing is a serious thing, because in play the child rebalances himself, recycles his emotions and satisfies his need to know and reinvent reality. All of this develops attention, concentration, and many other skills, as well as the pleasure of living.

While playing, the child, the young person and the adult experience the possibility of reorganizing themselves internally, constantly and perennially. It is by playing that the child internalizes the world that surrounds him; In the exchange with the other, one becomes a human subject. He may not gain anything from it, but pay nothing either, but he receives a lot, he does the magic that only man knows how to do: symbolize, signify and be signified.

THE TEACHER'S MEDIATION IN GAMES

Games are part of the act of educating in a conscious, intentional and society-modifying commitment. It is necessary for educators to rethink the content and their pedagogical practice, replacing rigidity, passivity for life, joy, enthusiasm for learning, the way of seeing, thinking, understanding and reconstructing knowledge.

However, the hope of a child, when walking to school, is to find a friend, a guide, an animator, a leader; someone who is very aware and cares about it, who makes it think, become aware of itself and the world and is able to hold hands with it to build a new history and a better society with it. "The mediation of the educator and his type of involvement in the activity is fundamental both to organize and intervene in this space and in this material environment and to observe and manage the space in question." (FANTIN, 2000, p. 97)

Thus, the role of the educator before the group, before, during and after the development of the game is to propose rules and enforce them, enabling the exchange of ideas, giving responsibilities so that students can find inventive solutions, motivating the development of initiative, agility, confidence and autonomy of the children; being a guide, a

conflict mediator and a challenger, thus promoting the development of learning. "The educator's training, his conception of education, of the child, and his sensitivity, exert a very great influence on his intervention, which will result in different forms and proposals of mediation" (FANTIN, 2000, p. 97).

In this sense, playing is an indispensable function for the child. Playing with him, together with him, letting him play with his partners and in groups is a commitment that every educator should have with the child, since the game favors his cognitive and socio-affective development.

Therefore, the teacher's work with students is essential to make them observe significant details and to help them establish cause and effect relationships. Analyzing what has been done, becoming aware of the procedures, discussing possibilities are ways to assimilate and expand knowledge.

This awareness of one's own actions contributes to the improvement of one's performance. The teacher has a very responsible role as an animator of the process of raising awareness of his students.

PLAYING IN THE EARLY YEARS OF ELEMENTARY SCHOOL

The game at school, therefore, has a fundamental role for the humanization of the individual through the acquisition of habits, values and activities. It is in the interpersonal relationship that one learns to collaborate, share, give in, share experiences, expose and organize ideas. Due to these characteristics, the game contributes significantly to the teaching-learning process. This activity makes a point between childhood and adult life, aiming to offer the child self-control, creativity and the affirmation of his personality, being something serious with which he learns to organize himself to perform a task.

Therefore, school activity should be a form of leisure and work for children, so that they recognize the importance of play in education. Chateau (1987) emphasizes that, if its application in school is reduced to a simple entertainment, education and the child are lowered, because "that part of pride and greatness that gives its own character to human play is despised" (p. 124).

Most teachers who work in schools in the periphery – where the low socio-economic and cultural level compromises children's learning – feel discouraged in the face of this reality and, instead of trying to reverse the situation, presenting interesting and creative classes, they end up settling down.

The precariousness of the situation in which these children live, in their first years of life, certainly contributes to the difficulty in the development of reasoning, but it will certainly not incapacitate them for learning. Therefore, it is necessary to reevaluate pedagogical praxis.

If traditional classes cannot achieve the teacher's goals, he must innovate, and seek to work on the content through games. With pleasure, it will be much easier to learn. And practically all content can be presented in this way, making learning pleasurable and lasting.

For effective learning, it is not enough to make the student memorize, it is necessary for him to build knowledge, assimilate the contents. And the game, without a doubt, is an excellent situation to facilitate learning.

Piaget (1978) states that, "in an active school, all spontaneous transitions occur between play and work" (p.158). It is a way of leading the child to activity, self-expression, knowledge and socialization through games and body expression. Thus, learning happens in a more interesting way.

The influence of play on child development and learning is real. It is dynamic, it transforms and has life, because it is renewed at every moment. With games, children start to learn according to their pace and capabilities. There is significant learning associated with satisfaction and success, allowing you to participate in learning tasks with greater success and motivation. The interactions provided by games lead the child to build his social, physical, affective and cognitive knowledge, thus structuring his intelligence and interaction with the environment.

In the early years of Elementary School, the curriculum is very comprehensive and includes a load of subjects in which children must adapt. They are: Portuguese Language, History, Geography, Mathematics, Science, Religion, Arts, Physical Education, Foreign Language. All these disciplines require study, reading, debate of opinions. If worked on from the perspective of memorization, chalkboard, notebook, teaching becomes boring, traditional and meaningless.

That's where games and their relationship with content come in. It is much easier to learn mathematics by playing. It is not necessary to apply this methodology daily or for all contents, but to include it as an integral and essential part for the acquisition of knowledge.

Comparing the play of Early Childhood Education and the play in the Early Grades, we can identify distinct functions. In Early Childhood Education, one plays for imagination,

make-believe, pleasure and satisfaction, necessity. In the Initial Grades, the teacher is the one who determines what and why to play. He always conditions play to the achievement of a goal for a given content. Therefore, the play of the Initial Grades of Elementary School goes hand in hand with the objectives of the school contents.

It is very common for preschool children to be "warned" by parents and even teachers when entering the 1st grade that the game is no longer a garden, or preschool, it is studying for real. Culture itself has already been omitting the use of play and games as a strategy for teaching and learning. The child already fears his future at school and, therefore, is often frustrated by this type of comment.

The use of educational games by schools arises from the need in which the child finds himself to learn right away what a task is. Sorting pairs, classifying words, forming syllables, are also tasks and games. Through them, the child learns to fix his attention, to master his natural instability, to make an effort, in short. In view of this, these schools tend to replace laborious activities with appropriate games promoting the active development of the child. In this way, play must be at the same time effort and freedom, and an education through play must be a source of physical difficulty and moral joy. The game becomes a moral pleasure.

DIALOGUING WITH THEORETICAL DISCUSSIONS

Through the studies presented, we can verify the importance of the game in the development of the child. It was possible to interpret the theoretical conceptions about playing, according to the theories of Piaget and Vygotsky. We compared the differences between playing in the two teaching modalities. In Early Childhood Education, we can conclude that the game/play is used more freely, as a socializing agent, and contributes to the psychomotor, affective and social development of the child. "The creative activity of the imagination is in direct relation to the richness and variety of the experience accumulated by man, because this experience is the material with which he erects his fantasy buildings" (VIGOTSKY, 1987, p.66).

In the Early Years of Elementary School, the game is used as a pedagogical resource, a didactic material, so that the teacher achieves his goals and provides the student with a playful and pleasurable learning of certain school contents. The more these actions are shared and translated, the better conditions teachers will give students to act appropriately, according to their concepts and expectations. (MACEDO ET AL, 2005, p.14)

The authors studied made us rethink the issues that involve playing and playing: from the choice of the game, its objective, the group it is being inserted into, the time allocated to it, the space to exercise it, to the mediation of the pedagogical professional. These questions help the teacher's choice and encourage him to use this playful and powerful resource more and more in the development of children's potentialities.

Playing is the child's first means of learning and is more characteristic in the age group of 2 to 6 years. It can be concluded that much of play is symbolic, but there is also imaginative play, which helps children's cognitive, social, emotional, and cultural development.

Both for Early Childhood Education and for the Early Years, games, games and playful activities were described and suggested to be used. The games were divided by age group and curricular content, serving the two teaching modalities.

In this study, the important role played by the teacher in the action of playing and in working with games was highlighted. It is concluded that he is not only the conductor of these actions, but also a participating subject, who must be willing to interact with his students.

The teacher not only provides, organizes and observes the games, but through his action, he interferes, in a sensitive way, contributing to a greater involvement of the group. Through an observation of this activity, he can facilitate the evaluation and planning of new teaching-learning strategies.

In view of the problem addressed in this text, it can be said that we were able to know, analyze, interpret and synthesize the theoretical conceptions about playing and playing, according to the studies addressed. Also, we seek to trace the relationship between playing and playing in Early Childhood Education and Early Years of Elementary School.

FINAL CONSIDERATIONS

From the studies carried out, we realize that the act of playing is present in the life of the human being. When playing, playing, the child builds his knowledge. Both games, toys and play, constitute a large universe, called the act of playing.

At school, there are many activities in which playing and playing are present. In Early Childhood Education, the game is presented as motor activities, movement, exercise. The child in this age group needs to move and exercise his muscles so that there is a

normal and healthy development in his activities. She also needs a space so that she can feel good to carry out her activities in a playful way, complementing her imaginary world.

In the Early Years of Elementary School, the objective is not only to exercise the motor coordination of children in this age group, but also, through games, to challenge it, developing their thinking, their logical reasoning, their intelligence. Games in which the child develops the cognitive side are widely used at this stage.

In view of the studies addressed, it can be said that playing has always been and will always be a daily reality in the lives of children, they should not be prevented from exercising their imagination, from assimilating reality to desires, from building their knowledge. It is known that through games and toys, the child is constituted as a subject and is organized. She starts first from playing with her own body, to gradually differentiate the objects around her. From an early age, he gets to know the world through his experiences.

The teacher is the great mediator of play. He, through his action, not only organizes and provides, but also acts on it, modifying it, developing it and making it more and more pleasurable. Consequently, it is the one who organizes its structural base, through the offer of objects, toys, games, arrangement of spaces and control of time to carry out the playful activity.

Through games, the educator can observe and constitute a vision of the child's development processes in groups and individually, recording their capacities, abilities and difficulties. In this way, he can outline strategies to develop or overcome the observed aspects.

Playing is a source of pleasure and at the same time of knowledge, it is necessary that all work in education starts from the needs and interests of children. It is expected that educators increasingly adopt the playful dynamics and realize the importance of its application in learning, providing the child with a pleasant atmosphere, full of joy and spontaneity, proposing activities and encouraging them to discover the world and themselves, for this, they need to be listened to and live these experiences intensely.

It is evident the benefit that the game, the play offers for the various aspects of the child's development: social, emotional, cognitive, linguistic, cultural, motor, among others. Through play, the child exercises the challenges related to growth, making him increasingly able to face and learn to recognize the ludic and value it. All these educational effects of play are the child's main type of activity, if not predominant. But it contains all the

tendencies of development and creates evolutionary zones; behind the game are the changes in needs and their changes in consciousness of a general nature (VYGOTSKY, 1987)

Playing and playing in the teaching and learning process in Early Childhood Education and Early Years of Elementary School is a necessity, as games and play are important creative playful activities in this age group. The child, when playing and playing, modifies reality and reality transforms him; He creates characters and worlds of illusion, he places himself in front of risk, the unforeseen, suspense. In order for the teacher to use a conception of learning from the authors cited in the text, it is necessary that playing and playing is inserted in their work project: being planned, reported, analyzed and evaluated daily. In this way, it will allow the teacher and the children greater interaction and advancement in the learning process.

REFERENCES

1. Chateau, J. (1987). *O jogo e a criança*. São Paulo: Sumus.
2. Elkonin, D. B. (1998). *Psicologia do jogo*. São Paulo: Martins Fontes.
3. Fantin, M. (2000). *No mundo da brincadeira: Jogo, brinquedo e cultura na educação infantil*. Florianópolis: Cidade Futura.
4. Fontana, R. (1997). *Psicologia e trabalho pedagógico*. São Paulo: Atual.
5. Kishimoto, T. M. (2002). *O jogo e a educação infantil*. São Paulo: Pioneira Thomson Learning.
6. Lino, D. M. (2005). *Os jogos e o lúdico na aprendizagem escolar*. Porto Alegre: Artmed.
7. Negrine, A. (1994). *Aprendizagem e desenvolvimento infantil*. Porto Alegre: Prodil.
8. Piaget, J. (1978). *A formação do símbolo na criança*. Rio de Janeiro: Zahar.
9. Vygotsky, L. S. (1987). *Pensamento e linguagem*. São Paulo: Martins Fontes.
10. Vygotsky, L. S. (1991). *A formação social da mente*. São Paulo: Martins Fontes.