

## A LEARNING AND PLAYFULNESS AT CHILD EDUCATION

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**ABSTRACT:** O work in closure of course he has as theme A Learning It is The Playfulness in Early Childhood Education considering that in early childhood education the teacher have to be present, stimulating their students so that they can learn from manner soft, through in games It is pranks pedagogical what help at motor coordination of the child, in addition to stimulating the cognitive sense and thus a better performance in the classroom so that in the future the child does not suffer from literacy. The pedagogical teacher who works with the teaching methodology through playfulness, can contribute to the rest of life, to the school future of the life of the child, being a learning experience for life. With that, the importance of this work is to cooperate to help teachers of Early Childhood Education, through the play methodology, can transmit to their students the wisdom through pleasure of educate and teach that your children can learn and be adults with skills important for your personal formation.

**Keywords:** Ludic. Education Children's. Apprenticeship.

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**ABSTRACT:** The closing work of the course has as its theme The Learning and Playfulness in Early Childhood Education, considering that in child education the teacher has I'm be present, stimulating her students so that they can learn in a soft way, through games and pedagogical games that help in the motor coordination of the child, besides stimulating the cognitive sense and thus a better income in the classroom so that in the future the child does not suffer from literacy. The pedagogical teacher who works with teaching methodology through playfulness, can contribute to the subtraction of the life, for the school future of the child's life, being a lifelong learning. importance of this work is to cooperate to help that teachers of early childhood education, through the play methodology, can transmit to their students the wisdom through I'm teach and teach that their children can learn and be adults with training.

**Keywords:** Playful. early Childhood Education. Learning.

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## 1. INTRODUCTION

Childhood is a fundamental period for human development. It is there, through the relationship with other people, that the subject will have contact Social. However, until approximately eight years of age, some children, most of the time, they still don't know how to deal with the abstract. Need the concrete to learn to know, to do, to live and to be, these being the four pillars of education.

Per that The need in to know The importance from the playfulness at perspective educational, for O development of teaching- learning at education. It was noticed that the use of playfulness in monitoring the child as well as the your development related to cognitive processes bring results positive in learning.

Through the ludic, it is believed that the child will feel pleasure in attending the school and mainly to learn formal knowledge and be prepared for the series subsequent. that The need in one deepening theoretical aboutin what form The learning and the playfulness it happens at education.

Through in pranks The child learn better, he has stimuli more fast It is yet become one child carried out for go The school, then, sit down safe in that welcoming teaching environment. The Pedagogue who works with the teaching methodology through ludicity, can contribute for the future school of life of the child, being a learning experience for life. Playing encourages the child to interaction, providing learning situations and developing their capacity cognitive, where the student learns to act, has his curiosity stimulated and exercises his your autonomy.

This one work he had as problem guiding which you benefits what to the ludic activities such as games, games provide in teaching learning from the child education?

Having as goal general to know The importance from the playfulness at perspective educational, for O development of teaching - learning at education. And as specific objectives: Point out the influence of ludicity as resource in teaching for The learning significant from the child; Explain O purpose of ludicity and the benefits offered to the child in the short term and its effectseffective; To demonstrate The importance from the playfulness in the areas from the education childish.

This study was based on a bibliographic survey carried out through study, internet site consultations, scientific articles in journals for get get together all to the information

what verse about O theme, until The your emphasizing in its conceptions and theories the most varied discussions, treating from the importance It is needs from the playfulness at construction from the learning in early childhood education. Knowing that the methodology is an action that outlines as point preponderant for elaboration, execution, if became fundamental, relying on ideas from the authors Vygotsky (2011), Piaget (2001), Henry Wallon(1988), Negrini(1988), comparing the theories, which strengthens the activities activities as fundamental actions in order to facilitate the construction of knowledge, providing dynamic, attractive, interesting, fun and meaningful classes, in all areas of knowledge.

## 2. PLAYFULNESS AS ONE OF THE CHALLENGES AT THE PROCESS IN TO TEACH

The difficulties encountered by children in early childhood education have been focus of many discussions between researchers and teachers today. And the cognitive psychology that explains the processes of cognitive development and learning. Among many educators and researchers of the 20th century, who had as focus in study This one theme It is centered your researches in the questions from the intelligence and learning, we highlight and focus on: Jean Piaget(2001), Lev Vygotsky(2011) and Henry Wallon (1988).

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Among the concepts that became very present in Brazilian education and, consequently, in the pedagogical changes that are taking place in schools and in the classrooms, in the positioning of teachers in view of the new educational requirements and demands and the new Law of Guidelines and Bases, in force from December 1996, whose guidelines are based on the constructivist theory of Jean Piaget (1986) and the partner interactionist of Lev VYGOTSKY(1988).

Although none of these theorists intended to elaborate a methodology itself, left incalculable contributions to Education. Like this as O process educational no it happens in form isolated It is dislocated from the social and cultural conjuncture: “All theory is constructed in a cultural setting, never per one theoretical individual. A theory It is product in studies in educators committed to their work, reflections and experiences”. 1999, P. 16).

This scientist discovered that learning is a gradual process in which child is trained to more and more complex levels of knowledge, following a logical sequence of thought. In his studies, Piaget (1999) started from a biological theory about the construction of human

knowledge, that is, of genetic epistemology. It starts from the assumption that the ability to learn is linked to the biological development of the human being, which is often determinant.

It is in the sensory-motor stage that the child's development begins. phase, O knowledge if from the for the contact physicist from the child with O object. Hence The importance of teacher to make available to the student many It is varied materials didactic concrete for handling, so much oriented as spontaneous, of student.

In this handling, the same will be making important connections by itself and by the observation of connections established by colleagues. In the second stage – the pre- operative period that Piaget (1988) considers to be from 02 years to 07 years – children enter in touch with the knowledge produced by the people around her through activities in representations as O game symbolic, O design It is The language.

It is at this moment that the proposition of diversified, creative and challenging for children fundamental importance because: The ludic (game, joke) It is The feature fundamental of to be human. A child he must play, your development It depends in big part of playful. Need to play to grow, you need the game as a way to balance with the world. nothing a child needs to know that cannot be taught through play. thing is not possible to be turned into a game (problem, challenge), certainly not will be useful for the child at that moment. Piaget (1988) understands interest as a prolongation of needs, the relationship between the goal and a need. Like this being, O interest directs The action adaptive of subject what Visa The satisfaction of a need.

With the development of intuitive thinking, interests multiply It is if differentiate. AND one regulator of dynamism energetic from the action, then your intervention mobilizes the internal reserves of energy, so much so, it is enough that one interesting work to look easy and to reduce fatigue. That's why O performance of children at the work school It is good better when take intells your interests and when they correspond to your needs. need to be attentive to the needs of the child and to obtain this it is important develop and nurture an accurate and consistent diagnosis of children with the which it is developing your activities pedagogical It is to the same time professionals.

For Vygotsky (1988, p.26), the sense of synthesis is linked to the emergence of something new for The psychology, something what integrate, in same perspective, Oman

as body and mind; as a biological and social being; as a member of the human species and participant in a historical process. For Vygotsky (1988), the generalizing thinking function that makes language an instrument of thought. is the language which provides the concepts and forms of organization of real what constitute The mediation in between the subject and O goal in knowledge.

Man constructs his system of meanings through relations with the physical and social world throughout the history of human groups, therefore the process in literacy start outside from the school, at the group familiar. VYGOTSKY(1988,26):

Moth a parallel in between the toy It is The school instruction. Says both create a “zone of proximal development”, and that in both contexts, The child elaborate skills It is knowledge socially available that will pass to internalize (VYGOTSKY, 1988, p.26).

During play all aspects of the child's life become game themes, and, therefore, at school, both the content to be taught and the paper of adult especially trained for teach, must be carefully planned to meet the real needs of the child. Generalizations and concepts they are considered per Vygotsky (1988, p.30) acts in thought, It is, therefore, meaning can be seen as a phenomenon of thought. school and to teacher fit to the ordinations systematized of this process.

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According to research Vygotsky (1988, p.29) did not formulate a structured conception of human development that would make it possible to interpret the psychological construction of the individual from birth to adulthood. However, it offers numerous research data and reflections on various aspects of development inside in one approach genetics. However, The respect of ludic, negrine (1988, p.59) comments that for Vygotsky:

Seriousness in play, for a three-year-old, means playing without separate the imaginary situation from the real one. On the contrary, for a child of school age, the game becomes a form of activity much more than athletic type and therefore plays a very specific role in his development(NEGRINE 1988, p.59).

in this vision , fits to the educator O paper in intervenor, challenger, mediator and provoking situations that lead students to learn to learn. For the teacher, this is one of the biggest challenges, considering that higher education courses, yet they are structured with base in others assumption theorists what no guarantee O development in skills what ensure The understanding It is mastery of this process. The didactic work must, therefore, provide for the construction of the knowledge by the student. Learning is, in a way, discovering with

your own instruments in thoughts knowledge institutionalized socially. A learning no occurs just in moments determined, all to the opportunities what They emerge must be taken advantage of.

The ludic is, therefore, a constructive part of the learning process of the children and occupies a good part of the institution's space and time, as stated by Vygotsky(1988):Through of toy The child learn The Act in ball cognitive that depends on internal motivations. It is in this preschool phase that a differentiation between the fields of meaning and vision. formerly determined by external objects, it is now governed by ideas. A child uses materials for represent a reality absent.

In these cases she may be able to imagine, abstract the characteristics of real objects and focus on the meaning of the game. The child begins to create one situation illusory It is imaginary as form in to satisfy your wishes achievable. to play drives, therefore, concepts It is Law Suit in development. You studies in Piaget (1988) It is Vygotsky(1988,p.96):

When they play, children operate with meanings and signifiers such as substitute objects. In a toy or game, an action replaces another action and aobject replaces other object, other be.play It is also reason, discover, persist and persevere, learn to learn, realizing that there are new possibilitiesto win, strive, be patient not giving up easily. Vygotsky(1989, p.96) states that, just as the child represents a horse with a rope broom, writing also becomes a kind of substitute object for the child.each turn what The child go if inserting in that universe in representations, O toy, O game symbolic It is O design pass The to be one need. Drawand play should be preparatory stages to language development writing of children.

This is how the child penetrates the spaces of literacy, from the preoperative stage two to seven years, interacting with writing as a game thathe has rules It is, as rules, contains also O imaginary. O game in the your presentations (with It is without rules, traditional, folk, logical-mathematical, symbolic, collective, of overcoming, of concentration...), is a rich instrument and must be provided in the child's daily life. In social interactions, the child needs of writing and language necessary in the game of interlocutions that are established at life It is at the school space.

Therefore, The importance in if opportunize to the children moments in jokes, oriented It is spontaneous It is immeasurable for the wealth in buildingsof cognitive,

affective and psychosocial aspects that are developed by itself. It is at interaction with you colleagues under The mediation or no from the teacher. To the we relate you studies in Vygotsky (2001) It is Piaget (1988), we consider The issue of ludicity in early childhood education as indisputable. Therefore, it is important what to the activities playful invade to the practices teachers in the rooms in classroom, enjoying all you moments for propitiate to the students. O access to the development It is to the knowledge, why to read It is to write they are actions mentalising from the function symbolic.

### 3. ELATIONSHIP OF LUDIC WITH O WORLD CHILDREN

Whether we like it or not, it's part of childhood life. So, how do you define playfulness? According to the Aurélio dictionary, the term ludic means “adjective related to games, games and entertainment”. In the past, the joke was considered, almost always, as a distraction. The dominant concept that stuck in the 19th century no it could to give O smaller value that one what he had your origin at child. Only after Rousseau and Romanticism, that the image of the child started to have a vision positive to their spontaneous activities. Today, in the educational environment, mainly, that of early childhood education this concept has already been demystified giving rise to a proposal consistent pedagogy enabling the child to build his/her process of learning in a lighter way and that goes to meet the interests and the world of the students what attend The school in this range age or level in teaching. agreement with Maluf(1990,p.36):

Play is some form of entertainment typical of children, that is, a activity mental Natural from the child, what no implies in commitment, planning or seriousness It is envelops”. child it is directly related with O ludic (MALUF, 1990, p.36).

Education professionals, especially literacy teachers, need to have present that play, both spontaneous and didactically oriented to certain goal, is part of the child's world. Let the child play and provide moments in joke It is one of shapes more wholesome in to allow the manifestation of the conception of the world, society, family, relationships of power, professional projections and the student's personality profile. Second Gilles Brougère (2005, p.29), in his book *Brinquedo e Cultura*: This valorization of natural spontaneity can only lead to a complete reassessment of joke, what pops up as one behavior per excellence of that child rich in potentialities interiors.

O appearance from the appreciation of the joke if supports at the myth in one child



bearer in true. Affairs It is (self) biographies became, widely, spokespersons for such concepts that outlined the dominant image of child. Fröbel(2004, p.29) complements saying that:

Play is the highest stage of child development at this age, because it is the free and spontaneous manifestation of the interior, the manifestation of interior required for the own interior (FROBEL, 2004, P.29)

In addition in additional The need It is The importance of to play It is from the play, he also emphasizes: children's play constitutes a social situation where, while there are representations and explorations of other situations social, there are forms of interpersonal relationships of children or eventually in between they It is one adult at situation, shapes these what also if subject The models, The regulations, It is where also it is gift The affectivity: wishes, satisfactions, frustrations, joy, pain. Professor Airton Negrine(2010,p36), in the article"O ludic at the context from the life human" it arrived The characterize O man contemporary as homo ludens – as evolution It is contraposition to the homosapiens It is to homo faber.

Like this, O space ludic he can to be called in one premise of human behavior. In this way, the playfulness inserted in Education would bring many benefits for O development childish, mainly in the classes in literacy, where the child is faced with a classroom for the first time, taking into account that most of them have not yet attended Kindergarten. To develop This one process in form light It is serene It is one of the requirements for opportunize The child what it is being literate in Continue being child. Educating is a complex act that can and should be facilitated through methodologies and/or proposals pedagogical what include O ludic, then O development of ludic aspect facilitates learning, personal, social and cultural development, collaborate for one good health mental, prepare for one state interior fertile, facilitates you Law Suit in socialization, communication, O reasoning logical, The dexterity, The creativity, expression It is construction of the knowledge.

A playfulness It is important, then help The child The interact, share It is sharing toys and situations, resolving conflicts that arise at the time of play is their real world, it makes it possible to create limits of space, it develops psychomotor It is become The child more free for express your feelings. Jokingthe child composes an infinite opening of possibilities, being able to make possible the impossible.



So it is through play that the child imagines, interacts, overcomes conflicts, if socialize It is builds new knowledge – activity in big importance for O to be human. Through of pranks, lots of times, develop much more quickly logical reasoning, cultured vocabulary, principles of environmental protection, respect for oneself and others, self-respect regulation of their attitudes and self-knowledge. Positions, values and instruments very important for an independent and well-placed citizen. Being a child active subject, also needing an active teaching-learning process. For that, It is necessary what O teacher also rescue your feeling ludic. getting involved It is knowing more The bottom O development childish. Internalizing the spirit of serious play, as serious as play is for the child.

The educational historical moment training courses forthe Teaching, which do not include their curricular matrices disciplines or axes themes, which discussed ludicity as an essential aspect for training understood the ludic activity as a lever for the process of development It is learning childish, realized what O knowledge, The experience It is O feeling ludic of the teachers in training needed to be rescued so that they were available and could make a correct reading of the game childish.

In this sense, the training of teachers went through theoretical aspects, pedagogical It is, mainly, guys what behold The discussion about O ludic. A better availability of the teacher in relation to ludic teaching is the first step towards obtaining a quality education. reflection on the effectiveness of applied teaching methods, so that, from this outlet in conscience, O educator leave The one study strict about Odevelopment It is learning childish.

Acts Falkenbach apud Santos(1998, p.27) considers yet what:

From the awareness of the motor gesture itself linked to a fantastic It is deep affection, O adult, It is mainly O teacher, is able to read the child better, because this is understood by adults as a being that structures itself to from elations with O middle (FALKENBACH, 1998, p.27).

To the pranks, lots of times, develop very more quickly O logical reasoning, the cultured vocabulary, the principles of defense of the environment, the respect own It is to the too much, The self regulation in your attitudes It is self knowledge. That it is through play that the child imagines, interacts, overcomes conflicts, socializes and builds new knowledge – an activity of great importance for the human being. Therefore, school success must reconcile the goals of teacher with you wishes of student, or it is, to teach no just contents, but ability.

Reflecting that the child's relationship with the ludic is so present and important how much the relationship between the process and the ludic should be. Well, it is from this interaction that creative classes, motivating ludic activities and planning with clear objectives and according to the development of the child and not according to a program plastered and imposed by the world of adults without considering the world childish. In a changing world, of which one of the main drivers seems to be the innovation so much Social as economical, he must to be given importance Special The imagination and creativity; clear manifestations of human freedom, they can to be endangered per certain standardization of the behaviors individual.

O century XXI needs in talents It is in personalities, more yet in exceptional people, equally essential in any civilization. It suits, therefore offer children and young people every possible opportunity for discovery and aesthetic, artistic, sporting, scientific, cultural and social experimentation, which complete the attractive presentation of what, in these domains, they were able to to create to the generations what you preceded or your contemporary. way in ifto do education it is not so easy to be adopted at practice.

postures, values It is instruments very important for one citizenindependent and positioned. Since the child is an active subject, he also needs to of an active teaching-learning process. For this, the teacher needs to also rescue your feeling ludic. get involved It is meet more The bottom O development childish. internalize O spirit in joke he would be, so he would be how muchIt's a child's play. A better availability of the teacher regardingludic teaching is the first step towards obtaining quality teaching. AND necessary one self-reflection about The efficiency of the methods in teaching applied, so that, from this awareness, the educator starts a study strict about the development It is learning childish.

Thus, school success must reconcile the teacher's objectives with the student's desires, that is, to teach not only content, but skill. O teacher needs to be aware of the child's needs and to achieve this it is important to develop It is to feed one diagnosis necessary It is consistent of children with to the which it is developing your activities pedagogical It is to the same time professionals.

#### 4. A RELATIONSHIP OF LUDIC WITH A MOTIVATION FOR LEARN.

Emília Ferreiro apud Pinto (1999, p.36) explains that the child advances from one

level to another, not abandoning the previous hypothesis, but encompassing and making buildings converging with advance. No It is necessary think very for test the ludic activity as one of the main points within the process of learning assimilation. The ludic is present in the child's life from the birth. I agree with Gilles Brougère(2009,26) when affirms what:

A child what jokes, lives really The your infancy, he has very more possibilities in if become one adult very more balanced physical It is emotionally, will bear better to the pressures of responsibilities adults and will have greater creativity and balance to solve problems that you arise ( BROUGERE, 2009, p.26).

Read Boulch (2004, p.8) in his book “Education through movement” considers that: the preparation for a richer leisure is a pedagogical question or, in a broader sense, of formation, and not of minor ones. the technological civilization demands that by assuming the noble function of educating the citizen in the fullness of the term, the school is at all levels concerned with preparing you not only for the work, but also and each time more to the leisure.

Both Piaget (2001) and Wallon (1988), Vygotsky (2002) and others, attributed to the to play from the child one paper decisive at evolution of the Law Suit in human development, such as maturation and learning, although with approaches many different. “Playing is a creative playful activity. In the toy, the fantasy”. In that sense one of the articles from the Magazine in center in Education (UFSM, 2006) points out that “it will only be possible to teach and learn with pleasure when we understand children more”. This is a very strong call that should be absorbed not only by educators, but mainly by agencies instructors of Degree Courses, as in most curricular matrices of these courses, The playfulness yet occupies one second flat no totally forgotten.

Another important aspect in the school routine and in the pedagogical practice is to have conscience what O world of adult It is different of world childish. We have The responsibility in coordinate O process in acquisition in knowledge in form systematized, but we need to be careful not to privilege our world into the detriment from the lack of knowledge of children's world.

As a result, it can be stated that the motivation brought by the ludic to the classroom facilitates learning and reduces the existing barrier between the child and the school. Facilitating the development of creativity and encouraging learning by pleasure, not obligation, the educator will be transforming the school environment into a source of joy and knowledge. We also emphasize that the richer the the school environment that is offered

to the child so much more creative, independent and altruistic he it will be, then O process in acquisition and/or appropriation from the learning safely can turn you into a participatory and committed adult with a society where include to all.

Of this form It is convenient highlight what:

The child who goes through this process reporting what he lived and what he felt, talking It is writing experiences what do part of your daily, will probably more easily perceive the social function of writing and will play with this combination in a natural and non-traumatic way as it is characterized per many adults what no lived O process in literacy in this way. Psychopedagogy online, article: School material(GENTE, 2014, p.65).

In view of this, a good relationship with the teacher is fundamental. importance at this stage. The teacher is a reference to child and she realizes when he wants her well or not. And the educator needs to understand that his role is to of being a bridge between the child and knowledge and for that a relationship of trust, of affection and respect are essential. So why don't we get closer the school reality with the childhood reality? Taking advantage of something natural in the child, as The joke, facilitating O development in aspects social, affective and cognitive, thus collaborating for a complete and effective learning. Teaching with pleasure transforming education into a real learning process he can to be more easy of that we imagine.

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A presence proven of ludic at life childish he does with what us we approach of real desire from the child It is, like this become O space school one extension of his world, because: Playing and playing, the child reproduces his experiences, transforming O real in your wishes It is interests. At the toy, the child assimilate It is builds The your reality. if you adults are in tune, sensitized, looking The child as one person in development, your affection and respect will prevail, this climate felt by her will also prevail. Thinking thus, that ludicity must permeate the school space and transform it into a space discoveries, imagination, creativity, in short, in a place where children feel pleasure for the act in to know. In agreement with Gilles Brougere(2009,26):

The adult/teacher needs to assimilate and incorporate the idea that "...the magic, the enchantment will always be guiding not only the children, but all those who consider and believe that the ludic signalizes a world better, more colorful It is more human" (BROUGERE, 2009, p.26)

Many ideas are similar about the importance of the ludic for the child and the their relationship with the classroom. Play develops a child's skills of form Natural, then joking learn The socialize with others children, develops The motricity, The mind, The creativity,

O reasoning logical, The affection, the spirit of leadership without pressure or fear, but pleasure. Of course in a competitive world like what is “useless” so much importance for playfulness and that in fact, from an early age, children should be “informed” and prepared to face this world. However, see what Claudia Maria Souza thinks about your article:

A culture from the child: per one use ludic from the pedagogy, published at Magazine Psychopedagogy online; to stay joking It is what It is priority for they, It is no inform- if. Then on one world competitive as O our to the people need in very more what information, including to deal in a healthy way with this competitiveness... It is exercising The playfulness what The child if form one to be human complete. educator he must be duly prepared for to work with all you aspects of the child who, during playful activities, become explicit. A playfulness It is important, then help The child The interact, share It is to share toys It is situations, solve conflicts what They emerge at the time from the joke It is O your world real, enables to create Limits in space, develops O psychomotor It is become The child more free for express your feelings. Joking The child go composing one infinite opening in possibilities, being able become possible O impossible. using one language magic It is only, The action playful at school assumes transformative perspective, in which the creativity, the imagination and joy in learning are basic requirements for the process of teaching-learning takes place.

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Therefore, it is understood that playing can be a mediating element in between The child It is The school, developing, anyway, to the miscellaneous areas of knowledge It is providing O your growth physicist, emotional, cognitive, Social It is linguistic of smooth, simple way It is safe.

The child lives, in his environment, surrounded by people and objects that can be touched, stirred, arranged, and she herself can orient herself in relation to them. Suddenly that same child who interacts with his world is placed in a living room in classroom, where, sitting, enters on one space where your experiences past are forgotten. What kind of learning will this child have? one can say that the answer to these questions lies in the relationship between playfulness and teaching. A school environment that strives for playfulness makes the child grow and become develop faster. The importance of the environment and education necessitates, however, be perceived in an expressive dimension, but not infinite. None child It is sponge passive what absorbs O what it is to you introduced.

Rather, they actively shape their own environment and become agents their growth

process and the environmental forces they themselves help to form. In summary, the environment and education flow from the outside world to child and the child for your world. Therefore, adapt the teaching with the child's external world, that is, making the teaching practice playful is making the world of children present in the classroom. "Playfulness and learning do not can be considered as actions with different goals.

The game and play are in themselves a learning situation. Is very important for child development, time, space, communication, practices cultural, the imagination and fantasy, the curiosity and the experimentation, where if highlights also The joke what It is form in experimentation It is Culture appropriation is the possibility for children to expand their experience. No we can to leave unnoticed O fact in what each child it has one rhythm in learning It is what nor, all to the shapes in stimuli what they are presented by teachers have the same effect on all children. Hence the need and importance of a constant monitoring of the pace of learning of each child, demonstrating The she our respect It is tireless guidance.

In fact, the use of playfulness as a pedagogical tool can be pointed out as a breakthrough in education. Although we are living in a technological age, child It is child It is, as such it needs from the playfulness, needs to play with to the possibilities of experiences around him so that, later, in addition to stopping the knowledge necessary for its survival, it is really what it want to be. Ending this chapter with the words of Carlos Drummond de Andrade apud (2008,25) . "Playing with children is not wasting time, it is gaining it. If it's sad to see boys without school, it's even sadder to see them sitting in a row in classrooms without air, with sterile exercises, without value for the formation of the man.

## CONSIDERATIONS FINALS

This one work he had as goal main to analyze The learning It is The ludicity in early childhood education inserted in the teacher's methodology, as a instrument that can enrich and strengthen the pedagogical practice. looking for a better understanding about O process in to teach It is learn It is one bigger basement theoretical about O use of ludic at practice pedagogical, one can realize that their presence in the classrooms is essential. There is no doubt that, although some educators do not value an education that excels at ludic, learn with pleasure It is today one of parts key for The improvement from the teaching

quality. Understanding the child as a being in development is to give opportunities real for that she learn without to escape of your world.

O process in to teach It is learn stay interconnected with O process in development human. Considering what The learning occurs in form to be continued, one can claim what The joke, O game, also contributes for O child's cognitive development, because it is impossible to separate the ludic from the childhood life. the playful when used correctly, it serves as a means of individual and collective growth, helping the educator. It is also worth noting that for really to happen The playfulness in the rooms in classroom It is necessary terms teachers prepared and aware of their role as educators. For this, the professionals from the education must to have access The courses trainers with bases curriculum instrumentalized by the ludic, so that, well prepared, they can Perform your paper with security It is, like this, to obtain best results.

In that sense, The playfulness he must to be one support providing one reflection to be continued about your practice It is about as it happens O development infantile, since the ludic is part of the child's life, we already know. The important thing is to know as use it is wisdom childish in pro in one process in teaching-learning with quality and efficiency. The teacher is no longer valued unaware the needs and expectations of the children as to the your way particular in if appropriate of process in knowledge. Knowing what The learning in big part It depends from the motivation, to the needs It is interests of sane child the most important ones any other reason for what she perform certain activity. walking direction to the changes at manner in teach/learn and in the construction of a happy and attractive school, where our children may to grow It is develop harmonious It is satisfactorily. Therefore, it can be said that the use of play in classrooms is indeed one of the Paths to school success and to the reduction of traumas at the beginning of life school. In need from the awareness of the teachers for awakening The awareness of the possibilities that ludicity can favor good be It is the growth of the potentialities of the students.

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