

THE IMPORTANCE OF PLAYFUL ACTIVITIES IN SPECIAL EDUCATION

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ABSTRACT: The article that is now presented is the result of bibliographical research, carried out from studies anchored in the scope of Special Education. Thus, we approach several ludic practices in special education with an emphasis on inclusion that facilitate work and perception, encouraging better learning in relation to the child who has learning difficulties. Therefore, this article aims to present the importance of playfulness in the teacher's work, as well as to show the importance of playfulness in teaching activities and its contributions to learning and the integral development of the student. We emphasize that it is of essential importance to understand that playing for children can be more than a daily activity, being a source of knowledge linked to their integral development. After all, while playing, the child pretends, imagines, frees himself, learns to control his aggression and overcome his fears. In this way, games can provide socialization and obedience to rules, in addition to facilitating mathematical logical reasoning. Therefore, it is of fundamental importance to use the ludic as a way of teaching, developing the best in the ability to absorb different contents in the child's daily life.

Keywords: Recreational Activities. Special education. Apprenticeship.

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RESUMO: O artigo que ora se apresenta é fruto de pesquisas bibliográficas, realizadas a partir dos estudos ancorado no âmbito da Educação Especial. Assim, abordamos diversas práticas lúdicas na educação especial com ênfase na inclusão que facilitam o trabalho e a percepção, incentivando um melhor aprendizado com relação à criança que tem dificuldades de aprendizagem. Logo, o presente artigo tem como objetivo apresentar a importância do lúdico no trabalho do professor, assim como mostrar a importância da ludicidade na atuação docente e as suas contribuições para o aprendizado e o desenvolvimento integral do educando. Ressaltamos ser de essencial importância compreender que brincar para criança pode ser mais que uma atividade diária, sendo uma fonte de saber atrelada ao seu desenvolvimento integral. Afinal, enquanto brinca, a criança faz de conta, imagina, liberta-se, aprende a controlar sua agressividade e superar seus medos. Dessa forma, os jogos podem proporcionar a socialização e a obediência a regras, além de facilitar o raciocínio lógico matemático. Portanto, é de fundamental importância usar o lúdico como forma de ensinar, desenvolvendo o que há de melhor na capacidade de absorver conteúdos diversos no cotidiano da criança.

Palavra-chave: Atividades Lúdicas. Educação Especial. Aprendizado.

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INTRODUCTION

The objective of this scientific article is to assist in the perception of educators about the pedagogical work with children with difficult learning, in a pleasant way, through playful activities. Thus strengthening the understanding of a more real world, through concrete and imaginary experiences, helping children to go through various socio-emotional, cognitive and bodily stages, through cultural playful games. Thus, we point out that the choice of this theme is due to the dimension of continuous training that the teacher, in his construction of the line of application of activities, needs to deal with, having in hand texts that help him to mediate, facilitating the child's learning through play.

From this perspective, linked to the justification of this study, we have the following problem: What is the importance of playful activities in Special Education? In order to respond to our research problem, we list the following specific objectives: to characterize play, to report on the role of the educator and to relate and his performance with play. In addition, we envision the presentation of didactics, games and strategies that help the teacher in the teaching process, through playful activities that will interest children, through diverse interactions in the field of playing, imagining and concretizing, building concepts and making children recognize themselves in the social world. Finally, we aim to demonstrate case studies that had good performance when applying playful activities, encouraging educators to increasingly use playful-cultural activities, in order to make learning enjoyable and progressive.

THE ROLE OF SPECIAL EDUCATION IN PLAY

In the process of improving teaching and learning, education finds great support in the performance of the special education teacher, which is an area of pedagogy that aims to ensure access and quality of education for individuals with special educational needs, whether physical, intellectual, emotional or sensory. In other words, in order to promote the full development of these students, playful activities are used in special education, which are gaining more and more prominence, as an effective and inclusive pedagogical strategy.

In a manner of speaking, play, through games and other recreational activities, plays a fundamental role in enhancing the capacities of these students and in promoting a welcoming and stimulating educational environment. In addition, it enables human learning, in its typical and atypical patterns, considering the influences of the environment,

the family, the school and society in its development, using procedures specific to special education. In this sense, special education can also be understood as the area of study of the learning processes and difficulties that children, adolescents and adults face during their school life. It is in this bias, therefore, that the educator, instrumentalized by special education in the inclusive perspective, must identify such difficulties and the disorders that prevent the student from assimilating the content taught in school. For this, he will make use of knowledge from other areas, such as pedagogical training pedagogy, psychopedagogy, psychoanalysis, psychology and anthropology, which will provide support with regard to the identification of where the difficulty is happening, as well as how this student learns. In a manner of speaking, the educator should promote interventions in case of failure or school dropout, because according to Fagali (2002, p. 10) he

It needs to work on issues pertinent to teacher-student bond relationships and redefine pedagogical procedures, integrating the affective and cognitive, through the learning of concepts, in different areas of knowledge.

It is important to ratify that the classroom can also be a place to play, if the teacher manages to reconcile the pedagogical objectives with the students' desires. For this, it is necessary to find an ever-moving balance between the fulfillment of its pedagogical functions and the development of subjectivity, in order to achieve the construction of the autonomous and creative human being. Thus, crediting the student, that is, his action, with the part of responsibility in the development is essential to the teaching praxis, since, even trying to do their part, the teacher and the school must respect the possibility that the subject in a learning situation seeks his own ways to build knowledge.

It is from this perspective, therefore, that we can affirm that playing, as a promoter of the child's capacity and potentiality, should occupy a special place in pedagogical practice, with the classroom as a privileged space. However, play must be made the result of learning and dependent on an educational action aimed at the social subject "child". In other words, it should be considered that adopting games and play as a curricular methodology enables the child to build bases for subjectivity and understanding of concrete reality. Therefore, it is essential that the teacher experiences the learning process by putting himself in the child's shoes, allowing creativity and imagination to emerge through interdisciplinarity as an attitude.

In this aspect, we emphasize that intersubjectivity should be presented as a privileged place for pedagogical action, through affection and the joy of being able to release

what each subject brings with him/herself, as well as each one can contribute to the other, since the awakening to the values of the contents of the themes worked is what makes the learning subject enjoy learning. That is, the contents awakened by the pleasure of wanting to know and know end up occupying a special locus in the construction of student memory. So, we must awaken them so that, with wisdom, we can externalize them in our daily life, giving way to learning through joy, faith, peace, beauty and the pleasure of things are within us. This should be both a teacher's performance in practice and values of their continuing education. After all, it is by understanding and interpreting that, if the teacher does not learn with pleasure, he will not be able to teach with pleasure; In this sense, pedagogical practice should be directed, emphasizing playful training: teaching and sensitizing the teacher-apprentice so that, through dynamic and challenging activities, learning is present.

It is well known that the process of acquiring knowledge differs from one person to another. Thus, in students who have questions that hinder learning, time can develop in an even more extensive and difficult process, requiring the teacher to take a different look, which often does not happen. Hence, then, the need for the teacher to bring an inclusive look, which guides the different times, as he will create mechanisms to facilitate and promote teaching in this environment, always seeking the most pleasurable way for the student. After all, such action "can contribute to the school in the mission of rescuing pleasure in the act of learning and learning in pleasurable situations (BARBOSA, 2001, p. 25).

In this sense, awakening education to a more pleasurable practice, which involves students and educators in a process of collective construction of knowledge, the ludic is cited as a pedagogical resource capable of promoting this interaction and awakening in students the taste for learning and dealing with their difficulties in a differentiated way. Therefore, the teacher, when using play to work with students who have learning difficulties, will make use of a resource that, in addition to promoting greater interaction between the subjects involved, is capable of externalizing feelings and sensations that were previously hidden. Thus, the educator, in the face of perceived difficulties, must work together with the school sectors in order to ensure that the student learns and develops his or her skills.

In this way, by using playful activities such as games, plays, toys, among others, it will develop in students several points that were previously forgotten, as stated by Gisela Wajskop (1995, p. 25), when she says that

The child develops through social experience in the interactions he establishes, from an early age, with the socio-historical experience of adults and the world they create. Thus, play is a human activity in which children are introduced, constituting a way of assimilating and recreating the sociocultural experience of adults.

On the other hand, the game, as well as artistic activity, is a link that integrates motor, cognitive, affective and social aspects. Therefore, it is based on the idea that it is by playing and playing that children order the world around them, assimilating experiences and information, and, above all, incorporating activities and values. Therefore, it is through play and play that he produces and recreates the space in which he lives. In this sense, this form of teaching mainly covers those students who have learning difficulties and who are often excluded from the pedagogical process, since learning difficulties lead to behaviors that hinder their progress in this context. Therefore, play as a pedagogical resource will provide a differentiated and viable way to develop excellent work in the classroom.

Furthermore, it should be noted that playfulness is an intrinsic characteristic of the human being, from the first years of life. That is, playing is a natural way of learning, exploring the world, developing skills and understanding concepts, a logic that applies to special education, a locus where playful activities play an essential role in the teaching-learning process. Through playfulness, students in the special education modality can experience learning in a pleasurable way, which positively influences their engagement and motivation to learn. With some other forcefulness, one of the main benefits of playful activities in special education is the promotion of inclusion, since both are the main benefits of playful activities in special education.

Thus, the collaborative and cooperative character of games and play can strengthen social bonds between students, promoting empathy, tolerance and mutual respect. Another important aspect is that playful activities can stimulate different areas of development for students with special needs, when, for example, games that involve problem solving and logical reasoning contribute to cognitive development. Added to this is the fact that games that involve movement and motor coordination are fundamental for physical development; Activities that promote creativity and artistic expression can be especially beneficial for emotional and sensory development.

In addition, playful activities, both in the classroom context and in life beyond school, can help reduce anxiety and stress related to various daily situations, being an important bridge that can connect school and family. From this perspective, students with

disabilities can often feel overwhelmed by academic and social demands, so that it is through playfulness that a space of relief and fun can be provided, contributing to the improvement of the school climate and to the construction of a more positive relationship between students and educators. In addition, playful activities can be a valuable resource for assessing students' progress and abilities, since, by observing how they interact during play and games, educators can obtain relevant information about each student's development, identifying their specific potentialities and needs. In this way, it is possible to plan personalized and effective teaching strategies.

However, it is important to emphasize that the use of playful activities in special education must be done in a careful and planned way, as a way of not appearing to be absent in the development of students' cognitive skills. That is, it is necessary to establish close communication with the family, as a way of aligning the pedagogical dimensions existing in each action of play. Therefore, educators must be properly trained to adapt games and games according to the individual needs of each student, in addition to being essential that there is collaboration between teachers, support professionals and families, so that the work is integrated and coherent, always aiming at the well-being and development of students.

Finally, playful activities play a relevant role in special education, offering an inclusive, stimulating and effective pedagogical approach. Therefore, by promoting playfulness in the educational environment, special education students have the opportunity to experience more pleasurable and meaningful educational experiences, contributing to the integral development of their skills and potential, so that the careful and planned implementation of these activities can make a difference in the lives of students, providing them with an education that respects their uniqueness and promotes the construction of a more inclusive and inclusive future. egalitarian.

PLAY AND PLAY IN THE LEARNING PROCESS

The role of play in the learning process has gained significant prominence in educational theories, since, from the perspectives of Piaget and Vygotsky to the most contemporary approaches, it is clear that play and play are essential means by which children, even adults, can build knowledge in an active and engaging way. In this regard, Jean Piaget (1998) emphasized that playing is a natural expression of child exploration, so that children can interact with objects and situations in a symbolic way, forming the basis

for understanding abstract concepts in the future. This perspective is also supported by Lev Vygotsky's (1989) theory of the Zone of Proximal Development, which highlights the value of social interactions during play, allowing learners to reach higher levels of cognitive development with the support of their peers.

In other words, play is very important for the psychological, social and cognitive development of the child, since this way he can cross and express his feelings in relation to the social world. Seen from this perspective, playful activities prepare the child to develop various social roles, giving them a better understanding of the world, because then they will experience and experience emotions. In this way, he will have a better understanding of the functioning of the world and, the greater the games, in quantities and pedagogical qualities, the greater the chance of the child developing, in the most varied aspects, from affective-emotional, motor, cognitive, to the bodily. In other words, it is through play that the child experiences and recognizes his reality, since these practices are not mere internal dynamics of children; they are, rather, important activities, composed of a social meaning, endowed with learning possibilities.

In this aspect, according to Vygotsky (1989), play has its genesis in the context of the imaginary formulated by the child, who brings to light unrealizable desires that can be fulfilled with the intention of attenuating the seriousness of the learning situation, while building ways of resolving the conflicts of life itself. In other words, everything revolves around cultural playfulness, because play becomes possible when one approaches elements of culture to internalize them and create an imaginary situation of reproduction of reality. Thus, understanding for the child to acquire knowledge, overcome limitations and develop as an individual, it is necessary to play with imagination, presentation and simulation.

Therefore, activities with games are considered as a didactic strategy, helping and mediating learning, when situations are planned and guided by professionals or adults, aiming at learning, that is, providing the child with the construction of some type of knowledge, some relationship or development of some skill. The ludic one, then, as a pedagogical resource in learning, must be seen in a serious, competent and responsible way, so that, if used correctly, it can provide the educator and the student with important moments of learning in multiple aspects.

Considering its importance in learning, play will effectively favor the full development of children's creative potential, and it is up to the educator to intervene

appropriately, without hindering the child's creativity. Thus, by respecting the development of the playful process, the educator will be able to develop new skills in the repertoire of children's learning, since "it is in playing, and only in playing, that the individual, child or adult, can be creative and use his integral personality: and it is only by being creative that the individual discovers the self" (WINNICOTT, 1975).

Piaget (1970), in turn, dedicated himself to studying games and even established a classification according to the evolution of mental structures. For the aforementioned psychologist, games are classified as: *exercise games* – from zero to 2 years old; *symbol games* – 2 to 7 years; *Rule games* – from 7 years old.

Exercise Games

The sensorimotor period (0 to 2 years) is characterized by the satisfaction of basic needs. In this period, then, the game consists of rituals or manipulations of objects according to the child's own desires and motor habits. Thus, little by little, the child expands his schemes, acquiring more and more pleasure through his actions. Finally, pleasure is what brings meaning to your actions.

At this moment, *the gesture* of sucking is of paramount importance, since the baby breastfeeds not only to survive, but because he discovers the pleasure of breastfeeding, as he satisfies his hunger. At this stage, other achievements emerge (crawling, walking, talking) are all activities full of pleasure, so that he prefers the floor, where he rehearses his first steps, emits the first sounds in an attempt to imitate speech, dedicates himself to observing hands and feet, discovering his body.

By observing these behaviors, the child realized that, when repeating the actions, there is a pleasure in making it work, in exercising what he had already learned, which, even as adults, we do not stop doing. For example, when we buy an appliance, or any appliance that we have not yet mastered, we turn on and repeat the operations several times, until we are sure that we can make it work. At this moment, we feel great pleasure in having the power and control over the machine.

Symbolic games

It comprises from 2 to 7 years old approximately, being the phase of make-believe, of acting, of theater, a moment in which one thing symbolizes another: a broom can become

a horse, and, when playing with dolls, one can play the role of mother. At this moment, the child is capable because he has already structured the mental images, he has already mastered the spoken language with which he can express himself. Thus, symbolic games have characteristics that are their own: freedom from rules, development of imagination and fantasy, absence of goals, absence of a logic of reality, adaptation of reality to their desires. In these periods, he experiences aspects of his reality, often difficult to elaborate: the arrival of a brother, the death of someone, a change of school.

About this period, Bettlheim (1988) tells us the case of a 4-year-old girl who, faced with her mother's pregnancy, went through a regression process. Even though she was guided by her mother, she began to get wet, her feeding had to be done by bottle and she crawled again. This situation was very uncomfortable for the mother, but she did not try to prevent the regression. Months later, the situation was different, she played with the dolls in an even more affectionate way, so that the fear that, with the arrival of the new baby, the mother could deprive her of all gratification, led her to behave in this way. But, as they let her act, she gradually realized that getting wet was not as good as she had imagined; that only the bottle was a disadvantage compared to a wide variety of other foods; that running and jumping were much like crawling. She stopped playing that she was a baby and decided to play at being a mother. As the child develops, he moves on to more advanced stages, the activities tend to be more imitative, as there is a search for coherence with reality. Finally, the child never plays trying to put a large doll in a small bed.

Game rules

With the progress of the child's socialization and the development of his intellectual structures, the egocentric game is abandoned. At this time, social interaction is more interesting, as obligations are imposed, through the relationships of reciprocity and cooperation of the group. That is why the game of rules is necessary for the social conventions and moral values of a culture to be transmitted.

Thus, action strategies, decision-making, error analysis, dealing with losses and gains, replanning moves, depending on the opponents' movements, all of this is important for the development of each person's cognitive structures. The game provokes internal conflicts, the need to seek a way out, and it is from these conflicts that thought comes out enriched, restructured and able to deal with new transformations.

After the observations made above, we saw that the school cannot do without this resource. In fact, at school, the construction of knowledge can be done in a pleasurable way, ensuring a motivation for learning. That is, the game will depend on the stage in which each student is: if they are learning to write their name or words in their language, the school can propose exercise games, so that the motor action schemes, so necessary for this task, are acquired. When it is already at a more advanced stage, it is the turn of symbolic games to be called to the stage, with intonation, playing with language in a constant recreation. In the more advanced grades (adolescence), it is the turn of the rules, a time when group activities are highly valued so that the social conventions and moral values of a culture are transmitted.

CHILDREN'S GAMES AND SOCIALIZATION

The game is a way of impulse for the child, which occurs naturally, with the function of motivating, mobilizing mental schemes, stimulating thought, the ordering of time and space, logical reasoning, among others. In this way, when playing, the human being performs a natural activity, since teaching using games and games makes the environment and learning more attractive, rewarding and meaningful, thus stimulating the child's development. With some other forcefulness, learning by playing, for the student, is a simple way of assimilating reality, so that, in order to work with children's games, it is necessary that educators have engaging strategies that arouse the interest of the little ones, making teacher and students walk in total harmony. That is, the importance of teamwork should be valued, thus providing the exchange of ideas, self-confidence and socialization. Participation in games contributes to the formation of social attitudes such as: mutual respect, cooperation, acceptance of rules, personal or collective initiative, sense of responsibility and justice. Finally, it is through games that the child learns to deal with rules and limits, as well as to live in society.

It is of paramount importance to emphasize that the child who has always participated in collective games and games will know how to work in a group; Because he has learned to accept the rules of the game, he will also know how to respect the norms of a collectivity and, consequently, the social ones. It is, so to speak, by playing a lot that the child learns to be a conscious adult, capable of participating and engaging in the life of his community (VIGOTSKY, 1994).

HOW THE EDUCATOR CAN USE PLAY IN HIS WORK WITH SPECIAL EDUCATION

The use of playful situations in the diagnosis is another possibility to understand the functioning of cognitive and affective-social processes, as well as their mutual interferences, in the way the student constructs knowledge. Thus, games, especially those with a symbolic structure, such as make-believe games, play a central role in the integration of children into the educational context: when playing, the child expresses his way of thinking, his posture, his conduct towards his partner, or the teacher, the way he uses the game materials, among others. It is possible, from this perspective, to observe the strategies, the procedures used by the child to win the game, so that the game can favor the construction of new structures. Thus, the playful approach plays a crucial role in special education, allowing educators to create inclusive and engaging learning environments for students with cognitive specificities.

From this perspective, with regard to monitoring, the ways of coordinating the observables of the game, the predictions, the anticipations, the understanding and practice of the rules can constitute inferences that allow us to verify the level of cognitive structuring of the subject. This is what Macedo (1992) points out, for whom the game can be a good instrument of pedagogical practice, since, through it, one has access to children's thinking, in addition to allowing the definition of educational action strategies to be carried out within a pedagogical process.

Thus, it is up to the educator to define at what time and situation he will use, in the teaching-learning process, this instrument, because each educational work refers to a unique and singular subject, and it is up to the teacher to perceive which is the best instrument at that specific moment. This means that, through games, several situations can be observed, such as: tolerance to frustration; the way the subject deals with error; if you can complete the game or if you request another one, even before finishing; Limits; if he shows interest in learning the rules; if he tries to deceive, or tries to change the rules of the game to win; spatial notion; logical reasoning; concentration and others. Therefore, games such as checkers, traditional or picture dominoes, mandala, puzzle, among others, will be useful in the observation of the situations described and also in others according to what is established as a teaching strategy, in the context of special education.

Evaluation of the Pedagogical Level

The evaluation of the pedagogical level, like any of the other moments of teacher monitoring, must be considered in the subject as a whole; Therefore, the pedagogical level, their cognitive functioning and their emotions linked to the meaning of the contents and actions are included. Therefore, it is important to find out what the student has already learned, how he articulates the different contents among themselves, how he makes use of this knowledge in different school and social situations, how he uses it in the process of assimilating new knowledge. In this regard, Weiss (2007, p. 93) states that:

It is important to define the pedagogical level to verify the adequacy to the grade you are attending. Sometimes the gap between the pedagogical level and the current school demands can aggravate difficulties of the [student] before school, and other times create situations that can form difficulties in learning/or school production.

Usually, specific school complaints are focused on reading, writing, and mathematics, at different grades and grades. To plan a pedagogical action, it is essential to perceive the existing problem around the period in which the literacy process of the one that occurs in the development of reading and writing in the other grades takes place. In this way, the investigation of the teaching level can be done in different ways:

1. through the use of classic pedagogical tests – use of graded material, reading texts, series of problems and others, with increasing difficulty;
2. with the use of evaluation that is not so formalized, which is freer or even playful – the process of realization is observed in order to later analyze the product. For this, the teacher is required to operationalize broader knowledge in the pedagogical and psychological areas, as well as official school programs;
3. the analysis of school supplies – to verify the methodology used in the classroom. He can observe, for example, how the error or success is treated, how these are evaluated by the teacher and, also, how the organization and care with the different materials is;
4. through the school interview – usually takes place with the educational counselor, pedagogical supervisor or school psychologist. These can point to the view of previous teachers about conduct in the classroom, the relationship with colleagues and with the professionals themselves. Having knowledge of the school's values and norms, both at the pedagogical and disciplinary levels, type of demand, type of clientele and faculty helps at the time of contextualizing the school and family complaint.

From then on, some items become important in the pedagogical evaluation, such as literacy. Thus, when the complaint refers to the difficulty in acquiring reading and writing, it is necessary to reflect on the theoretical aspects of the subject. After research by Emília Ferreiro and collaborators on the psychogenesis of written language, the concept of literacy changed, which leads to the repositioning of pathologies at this stage of learning. Understood in this way, literacy comes to be seen as the result of the integration between the child, the subject who constructs knowledge, and the written language, so that a diagnosis, based on this perspective, considers the possibility for the special education student to penetrate the meaning of what he writes or reads, in the use of this language as a transmitter of information, as an element that provides pleasure, that allows communicating with an absent interlocutor and as a means of recording what needs to be remembered. In this aspect, Vygotsky states that

Inner speech is a language completely blossomed in all its dimension, it is a language more complete than the spoken one. Inner speech is almost completely predicative because the situation, the subject thought is always known to the one who thinks. Written language, on the contrary, has to fully explain the situation in order to be intelligible. The transformation of inner speech, condensed to the maximum, into written language, detailed to the maximum, requires what we could call deliberate semantics – deliberate structuring of the flow of meaning (VYGOSTSK, 1975, p. 100 *apud* SMOLKA, p. 67).

Laura Monte Serrat Barbosa (2006), in her book *Psychopedagogy – A dialogue between psychopedagogy and education*, suggests twelve investigative resources to evaluate the development of written language, which can help the teacher in special and inclusive education, they are:

1. Verification of the overcoming or not of nominal realism.
2. Interpretation of writing before conventional reading (the sufficient number of characters, the characteristic that a text must have to be read, the distinction between numerals and letters, the distinction between letters and punctuation marks, and the direction of writing).
3. Reading with image and/or without image.
4. Spontaneous writing; writing and reading of the name.
5. Dictation using segments of spontaneous writing.
6. Writing to verify the level of appropriation of written language.
7. Free drawing and writing of a text about it.
8. They follow the creation of figures and the writing of stories.
9. Writing as an auxiliary resource of memory.
10. Concept formation.

11. Reading: When assessing reading development at other levels, it is important to use material with full meaning. The selection of the books used must take into account the good graduation of levels. In the evaluation with adolescents, the use of chronicles and magazine reports that deal with subjects of interest to the student is quite opportune. It is necessary that there is a possibility of choice according to the age, education and real possibilities of the student in relation to the length of the material.

12. Writing: the student's bond with the same writing is evaluated in writing, the process of writing, the final product in different aspects, the meaning of writing and its fractures. During the execution of reading and writing, body posture, sitting, tensions and relaxation, the way of holding the pencil and the book, the way of approaching the material, the concentration of attention, and the pleasure of reading and writing are observed. The suspicion of dyslexia requires further investigation.

Finally, with regard to the teaching of mathematics, in view of the general complaint in learning, or specific in mathematics, there is a need to evaluate this specific area in more detail, as aspects such as mathematical reasoning, calculation, and reading of problems deserve to be highlighted; after all, dyscalculia is possible. Thus, through playful challenges and more formalized problems, it is possible to verify mathematical reasoning. Therefore, when choosing the activities to be used, one should consider the clarity of the statement, the level of reasoning compatible with age, education and the operative level of the structure of thought.

FINAL CONSIDERATIONS

The importance of structuring and organizing this theme lies in saying how important it is to play, as it motivates a lot and, consequently, creates a special climate for learning, helping participants to develop confidence and determination in themselves and their abilities, helps them to analyze social interactions and, in these situations, to be empathetic with people. In a manner of speaking, if playing simply implies demonstrating how real the child's perceptions are in day-to-day learning, it is through small games that they interact in the social environment, learning and experiencing activities: both daily life and the curriculum, which will make them a more determined and prepared child in their actions and resolutions throughout life, facilitating other types of learning that are demanded in our society.

We emphasize, for the purpose of conclusions, that playful manifestations play very important roles in the development of children and, in addition, can be used as an important didactic and pedagogical tool, since playful activities work as necessary and useful exercises for life and games are indispensable elements for learning with fun, that provides pleasure in the act of learning, facilitating educational practices in the classroom. Thus, it is up to educators to create mechanisms for students to contribute to the construction of a more balanced and healthy world, because it is through play that children develop some skills such as: affective, cognitive and emotional. Therefore, the playful activity is of fundamental importance, since it makes it possible to disappear the boundary between work that is mandatory and requires effort, fun, pleasure and joy, leading students to get involved, take risks, be interested and learn with satisfaction, pleasure and self-confidence. As a pedagogical resource, play must be taken seriously and used correctly, because, as Almeida (1994) states, the real, true, functional meaning of play education is guaranteed, if the educator is prepared to carry it out.

Finally, the contribution of this work is related to the pointing out of appropriate tools and resources, that is, knowing the properties of the playful activity, we can, as educators, promote the appropriate stimulus and a favorable environment for each child, in his individuality, to develop his qualities and characteristics in the best possible way.

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