

PLAY AS A PEDAGOGICAL TOOL IN THE INTERVENTION OF LEARNING DIFFICULTIES

BRINCADEIRA COMO INSTRUMENTO PEDAGÓGICO NA INTERVENÇÃO DAS DIFICULDADES DE APRENDIZAGEM

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RESUMO: O presente artigo tem como objetivo de ocasionar como recurso pedagógico o lúdico, que vem contribuindo para o desenvolvimento intelectual da criança. Nos dias atuais, a tecnologia avança de forma acelerada em diversos setores inclusive na educação. Por esse motivo as atividades que envolvem a ludicidade não podem ficar esquecidas e relegadas a segundo plano, no cotidiano da criança cabe salientar que a tecnologia é também uma ferramenta bastante gratificante para as crianças desde que aja um responsável para orienta-la onde o mesmo tem oportunidade de participar de jogos e brincadeiras pedagógicas. O ponto relevante da pesquisa se caracteriza no lúdico como recurso facilitador na aquisição de um recurso fundamental para os educadores no ensino-aprendizagem na educação infantil.

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Palavras-chave: Brincadeira. Aprendizagem. Pedagógica. Intervenção.

ABSTRACT: The objective of this article is to provide playfulness as a pedagogical resource, which has been contributing to the intellectual development of the child. Nowadays, technology advances rapidly in several sectors, including education. For this reason, activities that involve playfulness cannot be forgotten and relegated to the background, in the child's daily life, it should be noted that technology is also a very rewarding tool for children, as long as a responsible person acts to guide him, where he has the opportunity to participate in games and pedagogical games. The relevant point of the research is characterized by the ludic as a facilitating resource in the acquisition of a fundamental resource for educators in teaching-learning in early childhood education.

Keywords: Play. Apprenticeship. Pedagogical. Intervention.

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I INTRODUCTION

Playing is an act of feeling pleasure, experiencing emotions, fulfilling fantasies and impossible dreams of reality. It is considered an important activity in the child's life, supporting their physical, mental and social formation.

It is not known for sure where the games came from, but it was from the twentieth century that the theorists Piaget, Vygotsky and others began to investigate the mental and social development of the child during the performance of games in childhood.

It is a fact that games have never ceased to exist and that they are present in the child's daily life. It doesn't matter the time, customs and the group to which you belong, it only matters that playing is good for social and intellectual development.

When playing, the child reproduces situations experienced by the adults around him, imitating them, acquiring experiences for his future life, according to the social environment in which he is inserted.

Château (1987, p.37) sees in the game the expression of seeking the other and, in particular, the expression of seeking the adult whom the child seeks to imitate. When the child gets involved in games, he satisfies his desires and interests that are intrinsic, lets his feelings emerge, learns to deal with the other, to respect existing rules in games and games.

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According to Huizinga (1999, p.193), the spirit of playful competition, as a social impulse, is older than culture, and life itself is all penetrated by it as a true leaven. It is in play and games that children learn to deal with failure and success without suffering from losses in a traumatic way.

Bringing play to the school context is to be in search of learning full of desires, and that this desire arouses the child's interest to learn in a more dynamic and pleasurable way.

Therefore, this article seeks to address the importance of play in the teaching and learning process, as a support to help children who have learning difficulties. Taking into account the application of games in an educational action so that the situation of children who cannot assimilate the contents worked in the classroom in an expository way can be reversed. The objective is to reflect on playful work in the classroom as a strategy aimed at treating children with learning difficulties, seeking to intervene and prevent future cases within the school.

2 CONCEPTUALIZING PLAY AND TECHNOLOGY

Another point that is intended to be addressed is learning, through new technologies. For the child who is in Early Childhood Education, the computer is indeed a playful object. An object that most of them have access to at home. Playfulness with the use of computers provides the child with access to new technologies, while inserting them in a larger context, that of virtual globalization. With the advancement of technologies, the ways of teaching have become interactive and children are perhaps the ones who most master the computer and internet tool. The virtual game brings her closer to a fantastic world where she can even have her own avatar (NASCIMENTO, 2012).

According to the aforementioned author, when children are performing some activity in the computer lab, they They feel much more at ease than in the classroom.

Playing is an activity that every child needs to engage in to discharge their emotions and energies. According to Broug'ere (1998, p.20) "playing is not an internal dynamic of the individual, but an activity endowed with a precise social meaning that, like others, requires learning."

Playing is being able to receive influences from the group to which you are playing and to acquire all that information that play has passed on to you and pass it on when necessary, increasing links with the culture of playing. 2563

According to Winnicott (1975, p.63) "playing leads to group relationships". The child comes to understand that groups are important when he realizes that playing alone is not fun and playing in a group is more interesting, with rapport between them, discussing rules and reaching consensus on the act of playing. "Playing is an experiential way of confirming or denying the connections we make with our world" (MOYLES, 2002, p.76).

In play, the child exchanges experiences, increasing his learning potential that will lead him to acquire knowledge, being able to be able to

Play at school did not arise in education randomly, according to the LDB (Law of Guidelines and Bases) in the proposals of the PCNs and the dissemination of the Curricular Guidelines opens space for play in the classroom due to the need to improve education. Thinking about the child and the time he spends at school, his intellectual use of the contents, it is perceived that some children take longer to assimilate them to learn.

Seeking attractive ways and means to satisfy the child during his time at school, it is necessary to implement play as a form of attraction that has purposes to fulfill.

When a game is directed, there is an interaction, children react, discuss the situation, improve logical reasoning, finally learn to deal with the challenges encountered during the course of the game.

It is possible to suggest games in which some more specific skills are worked on within meaningful contexts. It is also possible to ask children to create games with this objective. (PCN PHYSICAL EDUCATION, p. 72, 1997)

Play will be the action that will lead the child to fun that can develop and facilitate the learning process.

To play in the classroom, it is necessary that the game is inserted in the school context, aiming at a new methodological way to try to achieve satisfactory learning.

Play, in addition to being fun, makes the child learn the rules that each game presents and the brain is stimulated to assimilate the rules set, which presupposes social learning, because play is part of the daily life of any child. Hence the importance of using it as a resource in the construction of knowledge.

It is through play that children are able to integrate, express their individuality and preferences, leading them to the construction of knowledge and developing their potential as an active being in the learning process.

Play takes the child to the imaginary world, and childhood should be respected and valued by both the family and the school. The moment of play must be sacred, and cannot be replaced by other tasks that displease the child.

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3 PLAY AND SCHOOL LEARNING

The child who is in school needs to get involved in educational work to conquer his space, inquiring the situations, promoting his coexistence and being democratic in his decisions to defend his point of view, becoming active within the school society.

Contemporary investigations related to play in the process of knowledge construction refer to education: a look and a new epistemological and pedagogical perspective about it.

It is a perspective focused on a teaching-learning proposal that seeks to build a meaningful relationship between the learning subject and the object of knowledge, mediated by the teacher.

The school prepares for life and there is nothing better than showing reality by playing with the children so that they leave that environment informed of the supposed situations of the world they are part of.

The participation of the child who presents difficulties is of paramount importance, as the development of the individual's skills will take place gradually and will depend on the physical, cognitive and affective development of the subject. It is worth mentioning that the environment in which the child lives contributes a lot to learning.

According to Vygotsky (1998), the school plays its role well, to the extent that, starting from what the child already knows, the knowledge he brings from his daily life, his ideas about the object, facts, phenomena and his theories about what he observes in the world.

In view of the school performance of some children, it is clear that it is necessary to stop and reflect on how learning is going in relation to other children of the same age. The learning problem may have some origin in the child-family relationship, which, by getting involved in family affairs, ends up losing the essence of childhood and consequently fails to learn at the right time in relation to age/grade, that is, the child cannot achieve all the goals and ends up repeating the year, staying out of his age group.

Aspects such as a good family structure and food can favor satisfactory learning within the school environment, demonstrating their skills acquired during the teaching-learning process.

When the child does not achieve the desired goal, it is necessary to rethink the pedagogical practice, looking for ways to compensate for the loss of some children who did not manage to learn in a certain period of time. And what needs to be done is to give these children a second chance so that they can also learn. It is suggested to use the classroom space to play games that will help the child to achieve his learning.

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The classroom is the heart of the school, as it is in this space that students and teachers spend most of their time. The classroom was invented to be the space of the epositive class. All the other activities that may take place there are the result of the efforts of generations and generations of teachers committed to reinventing the use of this space that is both a square and a frame for the gaze, time, carpants, ideas and emotions of the people who live in them. (Costa, 2001, p.52)

Within the workspace, the pedagogue can make use of games to work on the difficulties encountered in the classroom, renewing his techniques, transforming that space into a pleasant place.

In the Statute of the Child and Adolescent (ECA, 2005, p.20), it is the right of the child to be in school in a condition of equality for all and that this equality also ensures learning for all. Article 53 and item II reinforces by saying that the student has the right to be respected by educators. And this respect occurs from the moment that there is concern of the pedagogue about the need for differentiated strategies for his students

It is through play that the student with difficulties starts to overcome obstacles and will loosen up more, say what he thinks and what he knows without shame of discovering himself. And it is from there that the teacher will also get to know and understand that child better according to the suggested games, providing pleasure while learning with games and games.

It is necessary to work on didactic situations with toys involving these children in the proposed game, taking advantage of their games that they bring from home, becoming valued in the school space.

Participation is a principle of democracy that needs to be worked on, it is something that is learned and taught. The school will be a possible place for this learning if it promotes coexistence in one's daily life, because one learns to participate by participating. (PCN: transversal themes – ethics, p. 59, 1997)

A child who participates in classroom games loses his inhibition, the fear of expressing himself in public and improves his knowledge to act in life. This transforms her into a reflective, participatory and democratic adult.

It can be said that when working with play to meet a need inserted in the didactic contents, the child surpasses himself by participating, developing skills, being able to satisfy the expectations expected by the pedagogue.

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Every child who is in the school environment is able to learn even if they have difficulty or some learning disorder. It is enough for the teacher to make his methodology more meaningful, capable of bringing the child who presents difficulties, means for him to express his way of thinking, his doubts, his discoveries, in addition to building affective bonds among themselves and with the mediating teacher, letting the cognitive and socio-interactive aspects emerge in the development of the teaching-learning process in which it is being worked.

(...) It is not up to the teacher and the school to satiate curiosity, but to feed it, leaving instruments with the student that allow him to be increasingly inquisitive, reflective. This way you will be inserted in the path of being creative and transformative. (Penteado, 1994, p.160)

Learning is continuous, the pedagogue needs to build bonds together with the learner in a dynamic and pleasurable relationship, achieving performance through play and games inserted in the school space within the adopted methodology, to conquer children who have learning difficulties and place them on the same level of equality as other children in relation to the development of the teaching-learning language process encouraged by the teacher.

4 PLAY AS A PEDAGOGICAL TOOL

The role of the pedagogue in the construction of knowledge for children with learning difficulties requires extra attention. The environment to work with this child must be equipped

with educational games to stimulate the child and toys are some of the resources that the pedagogue will use to work on the development of learning.

Toys should be used according to the child's difficulty. If he does not have the appropriate toy to work on a certain difficulty, the child with the help of the tutor will make his own toy with scraps to insert them in the methodology that the teacher explains.

Vygotsky (1998, p. 112) states that play creates a zone of proximal development in the child, which he defines as the distance between the level of potential development, determined through problem solving under the guidance of an adult or in collaboration with more capable companions.

In the space in which education is educated, teaching must be focused, so that the child conquers autonomy, creativity and investigative spirit, using challenging methodologies starting from contextualizations that play raising problem situations, leading to individual and collective productions, becoming critical and reflective in the learning process about which they are being stimulated.

Play will make the child overcome their difficulties as well as create bonds of affection between students and teachers, messing with the emotional structure of children that will make them more sensitive and able to receive what the teacher wants to transmit, gaining the trust of children with difficulties. "Emotional fluidity is the guarantee of psychic health. Although they have a bad reputation, our emotions are useful: they are what give us the consciousness of being." (Filliozat, 2000, p.62)

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The author reports that emotions are significant for the development of the human being and games make these emotions emerge, giving meaning to the things that surround the child's experience, acquiring experiences that will serve him in the future.

After all, for a child to overcome his learning difficulties is not easy, it requires effort from both parties, even more so from the teacher who really needs to stir his emotions to achieve what he wants, if possible even help from other professionals to better understand the cause of the disorder that prevents the learning of the child in question, and knowing how to deal with and which games favor the child's development. When playing, the child develops rhythmic, melodic activities, dresses up as an adult, produces drawings, dances, invents stories (PCN, Arte, 1997, p. 49).

Looking at this entire trajectory of the child's play, the importance that play has for cognitive development is perceived. It is up to the teacher to emphasize his classes with games that improve and favor the development of the learner.

Being accompanied by the teacher in the classroom, the child is able to overcome his limits, his self-esteem and awaken the participatory desire within the context of learning. "You have to enjoy the pleasure of learning, playing with ideas and words, the sense of humor with the students' questions." (FERNANDES, 2001, p.36)

The pedagogue will use games to rescue the taste for learning, to discover the essence of knowledge in an easy and pleasurable way, which is playing. The pedagogue will organize his study according to the difficulties found in the children, making appropriations of contents to be worked on through play, involving important elements such as pedagogical screening to verify the cause of the children's difficulty.

The difficulty that the child presents when treated in time by the appropriate professional will avoid future damage in relation to learning, receiving preventive treatment that will focus directly on the learner, interfering with the problem detected.

According to Rego (1995, p.73), "every individual is capable of acquiring certain knowledge on his own, with the help of another person who is potentially endowed with the ability to learn."

As every child likes to play, the pedagogue will have to get involved with him in the games to give more meaning to what he wants to achieve.

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The games will be prepared by the pedagogue with the function of discovering how the individual with difficulty learns. And all this projection must be linked to research done through the continuous evaluation of the pedagogue who will better understand the entire context of the learner.

The pedagogical work through games and play is to make the learner develop cognitive skills by monitoring and planning their own cognitive processes in the games that are worked on by the teacher.

And through play, it is expected that the child can overcome his learning difficulty, thus reaching the goal expected by the teacher.

The teacher will use play as an important tool for treatments, in order to develop the learner's intellectual, which in turn is already present in human behavior.

With the help, the teacher will include games, sometimes even mentioned by the students themselves in the lesson scripts in order to develop their learning, putting into practice the goals set by him.

The games and games will bring benefits to the re-education of the student once he has lost his self-confidence, he will begin to believe in himself and expand his self, becoming

safe, losing the fear of expressing himself, having new ideas, because with the games the brain will be stimulated receiving a pleasant influence to assimilate more accurately what is being passed on.

The teacher will be able to make use of reading and writing activities, through stories heard by the mediator, who will all be on cut cards for assembly and after being encouraged the children can produce texts such as poems, notes, recipes, invitations, stories so that they can involve the family in this listening process. And making presentations in the class of which he is part of his writings.

And so with paradidactic books, dominoes, dictionaries, word searches, puzzles, motivating the child to read and at the same time awaken to writing, in the perspective of transforming the way one learns.

And through games (such as: hopscotch, jump rope, children's songs involving numbers and pic-pic popsicle) can help in the child's development, facilitating the learning process for those who have this difficulty. According to Vygotsky (1984, p.109 – 110) "it is in this toy that the child learns to act in a cognitive sphere." In fact, playing leads the child to have social conditions where he imitates social behaviors relating to each other, learning to love, respect and value the other through play. For Andrade (1996), when children play, explore the different representations of the world, the child makes connections with objects from the cultural world and nature, a link that leads him to the spiritual world.

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To further attract the target audience, the teacher can use short videos to relax the learner. While it stimulates the mind to think, being used as a dynamic to facilitate learning at the same time that it rescues it from school failure, Collares (apud Nádia Bossa, 1999) states that school failure is a socially and politically produced problem.

With the intervention based on games, the pedagogue will provoke in the child the spirit of competition, the limit and at the same time treat the difficulty found in the learner. Weiz (apud Pichon – Priviere, 1982) says that "learning is accompanied by paranoid anxiety, in view of the danger represented by new knowledge."

The pedagogue will need to convey security, support, affection and have the moment of listening to help their self-esteem, working on art therapy, in order to let feelings emerge through music, exploring muscles and thoughts at the same time that they can be represented later with drawings, showing what was experienced inside and outside.

And as playing with games is already part of the child's daily life, the pedagogue will use it as a means of treatment, with appropriate resources for each game to solve a problem in writing, reading, calculation and even in social life.

FINAL CONSIDERATIONS

This article shows the importance of play as an intervention process for children who have learning difficulties. From a bibliographic survey it was possible to observe that games and games facilitate children's learning.

The games that will be exhibited can also be chosen by the children and will serve as an incentive support for their cooperation and participation while playing.

The games will be worked as pedagogical strategies to stimulate learning in children, being able to develop cognitive skills by transforming them into knowledge.

Based on studies and research, the pedagogue can use play as an educational function and as a work tool for children with learning difficulties, providing them with pleasure while preventing future learning problems.

However, this article aims to transform difficulties into learning. Therefore, the pleasure of playing is what moves a child, which is why it is so important that early childhood education is involved in games and play, only then will we have happy, healthy and confident children. 2570

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