

A IMPORTÂNCIA DA LUDICIDADE NO PROCESSO DE ENSINO- APRENDIZAGEM

THE IMPORTANCE OF PLAYFULNESS IN THE TEACHING-LEARNING PROCESS

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RESUMO: Nos dias atuais a educação é beneficiada por recursos e ferramentas para a obtenção da informação e construção do conhecimento. Um desses recursos é a utilização de ambientes ativos e interativos. Nesse processo é fundamental o professor, estabelecer condições e atividades que incentivem os estudantes a assumirem a responsabilidade por suas próprias escolhas, tomando decisões fundamentadas em competências criativas, inovadoras e empreendedoras. O presente artigo tem como objetivo geral analisar os principais desafios enfrentados pelos professores para aplicar práticas pedagógicas lúdicas no ensino fundamental II em uma escola municipal em Olinda/ PE. Trata-se de um estudo de natureza qualitativa, desenvolvido a partir de pesquisa de campo, com a participação de professores do Ensino Fundamental II. Para a produção dos dados, foram utilizados como instrumentos a entrevista e a observação participante, que buscou compreender as percepções dos professores, as estratégias utilizadas e as dificuldades encontradas na inserção da ludicidade nas suas práticas pedagógicas. A análise dos dados possibilitou identificar aspectos relacionados à formação docente, à disponibilidade de recursos pedagógicos, ao tempo destinado ao planejamento, à participação dos estudantes e às condições estruturais da escola. Os resultados apontam que, embora os professores reconheçam a importância das práticas lúdicas para favorecer a participação, a interação e a aprendizagem dos estudantes, ainda existem desafios para sua implementação de forma sistemática no cotidiano escolar.

Palavras-chave: Educação. Ensino fundamental II. Ludicidade. Práticas pedagógicas.

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ABSTRACT: Nowadays, education benefits from resources and tools for accessing information and constructing knowledge. One of these resources is the use of active and interactive learning environments. In this process, it is essential for teachers to establish conditions and activities that encourage students to take responsibility for their own choices, making decisions based on creative, innovative, and entrepreneurial skills. This article aims to analyze the main challenges faced by teachers in implementing playful pedagogical practices in lower secondary education at a municipal school in Olinda, Pernambuco, Brazil. This is a qualitative study conducted through field research, involving lower secondary education teachers. Data were collected through interviews and participant observation, seeking to understand teachers' perceptions, the strategies they employ, and the difficulties encountered in incorporating playfulness into their pedagogical practices. Data analysis made it possible to identify aspects related to teacher training, the availability of pedagogical resources, the time allocated to planning, student participation, and the school's structural conditions. The results indicate that, although teachers recognize the importance of playful practices in promoting student participation, interaction, and learning, there are still challenges to implementing such practices systematically in everyday school life.

Keywords: Education. Lower Secondary Education. Playfulness. Pedagogical Practices.

I. INTRODUCTION

Contemporary education faces the constant challenge of reinventing itself to meet the demands of a generation of students immersed in dynamic and technological stimuli. In the scenario of Elementary School II, this challenge becomes even more evident, since traditional teaching methodologies, based on the mere transmission of topics in a passive and memoristic way, often result in disinterest, apathy and cognitive evasion on the part of students (Ferreira Nunes, 2022). In view of this, many teachers have sought pedagogical strategies that resignify the classroom space and place the student at the center of the process of knowledge construction.

2. DEVELOPMENT

2.1 Playfulness as an educational and formative principle in the teaching-learning process

Playfulness, understood as an essential dimension of human knowledge, plays a fundamental role in the teaching-learning process by promoting the integration between pleasure, knowledge and the integral development of the student (Vygotsky, 1991).

For Mineiro and Ferreira (2024, p.172), playfulness "is the result of the connection between autotelia, eutrapelia, ataraxia, cognition, and experiential (inter)relationship with oneself, with others, and with the world." In the contemporary educational context, in which more dynamic methodologies are sought, playfulness stands out as a pedagogical resource capable of arousing students' interest, favoring socialization, and enhancing the construction of knowledge. Vygotsky (1991, p.27) understands that: "It is in the interaction with activities that involve symbology and toys that the student learns to act in a cognitive sphere."

Playfulness, therefore, is understood as an essential element in the educational process, assuming a formative and transformative role in the construction of knowledge. The act of playing, playing, listening and singing songs makes teaching a pleasurable action and not only a moment of relaxation, but a powerful pedagogical strategy that favors the integral development of the student.

According to Silva et al. (2022, p.248) "the good use of play in basic education is a proposal that awakens in students the enthusiasm for knowledge, aiming at critical fun and the well-being of those involved". This view perceives play not only as a recreational resource, but as an intentional pedagogical element, capable of favoring satisfactory learning.

By assuming playfulness as an educational principle, teaching begins to value practices that stimulate the active participation of students, critical thinking and emotional involvement with knowledge.

From this perspective, the enthusiasm mentioned by the authors (Silva et al. 2022) is not limited to momentary pleasure, but contributes to the construction of knowledge, to the integral development of the student, and to the formation of a more independent subject. Thus, play becomes an essential mediator in the teaching-learning process, strengthening the relationship between teacher, student, and knowledge, promoting a more welcoming education.

Among other playful activities, which the teacher can use in his classes, music also stands out, which is not limited to pleasant sounds, but is a way of expressing and communicating emotions, thoughts and sensations through the combination of sound and silence: two essential elements in musical composition.

2.2 The role of the teacher in the mediation of playful practices in Elementary School II

In the school context, learning gains new meanings when the student is invited to actively participate in the process, exploring, discovering and building knowledge through experiences. In this scenario, the teacher is responsible for conducting the activities, as he is the one who organizes the environment, guides interactions and creates possibilities for knowledge to be experienced in a dynamic way. More than transmitting content, this professional becomes a facilitator who recognizes the potential of creativity, imagination and collective participation as paths for cognitive, social and emotional development.

For Santos (2025, p.4) "the teacher becomes a mediator in the teaching and learning process, seeking pedagogical practices that involve the student's reality, their culture and their interests, promoting their autonomy and participation in school activities". Narciso et al. (2024a, p. 15) adds that "pedagogical mediation is configured as a dynamic and interactive process, in which the teacher acts as a facilitator of learning, promoting students' autonomy and critical thinking". In light of this, the presence of activities that involve playing, imagining and experimenting shows actions that favor student learning in the final years of Elementary School, because it is in this period, marked by intense transformations, that interest in knowledge becomes strongly linked to the way it is presented and experienced. It is at this point that the teacher's performance becomes decisive, and assumes the role of someone capable of creating bridges between curricular content and playful experiences (Prado and Ramos, 2021) that arouse curiosity and favor the active construction of knowledge.

Narciso et al. (2024b, p. 375) point out that: "Effective pedagogical mediation requires from the teacher a deep understanding not only of the content to be taught, but also of the sociocultural context of the students, their experiences and expectations". In this case, teacher mediation in playful practices is not limited to organizing games or proposing differentiated activities, but involves a deep understanding of the pedagogical objectives, the characteristics of the students and the educational intentions.

2.3 Games, games and interactive activities as pedagogical strategies

In the school environment, learning becomes more engaging when students are encouraged to participate actively, exploring different ways of building knowledge. According to Santos (2024), recreational activities can work as efficient strategies to make the teaching process more active. Instead of experiencing only moments of listening and repetition, they start to experience situations that arouse curiosity, encourage decision-making, expanding the ability to live together. In these experiences, the student is no longer a mere receiver and assumes the position of protagonist, interacting with colleagues, reflecting on their actions, and discovering their own ways to understand the world. This movement favors a motivating climate, in which learning is transformed into a concrete experience full of possibilities. "Thus, being the protagonist of your learning is more than assimilating content, it is learning and apprehending using this knowledge to transform the reality in which you are inserted" (Flores, 2019, p.28).

Lara(2022) in his studies emphasizes that interactive activities are fundamental for cognitive development, as they allow students to experience real situations by connecting with each other. In addition, they contribute to the improvement of psychological skills, especially when they are carried out with commitment and involvement. Vygotsky's (1978) research showed that human development does not occur in a continuous and linear way. On the contrary, it is characterized by ruptures and advances that happen in leaps, which contradicts the traditional biological view of development. This understanding is essential, as the notion of linearity helps the teacher to understand how students in larger classes react to new knowledge. In this process, proposals that involve participatory dynamics emerge as ways capable of bringing school knowledge closer to the student's reality.

By inserting actions that stimulate active participation, movement, dialogue, and creativity (Brasil, 2018), the school expands its teaching possibilities and breaks with the exclusively expository logic. These practices favor a more positive relationship with knowledge, arouse the interest of students, turning the school space into an environment of discoveries and shared construction. By participating in a group dynamic in the school context, the student not only memorizes content, but understands concepts in practice, experiments with paths, makes mistakes, starts over, and elaborates new hypotheses (Brasil, 2018).

2.4 Challenges faced by teachers in the insertion of play with technologies in the school context

In the daily life of the school, the process of teaching and learning (Freire, 1996) is constantly changing, requiring education professionals to seek new ways to make knowledge closer and more motivating for students. Silvério et al. (2022, p.277) agree that: "all this dynamic has brought with it new challenges, as school activities have always been in close contact with the virtual world, accelerating the speed of teaching and permanently adapting to new technologies". In this context, the experiences lived by students, marked by the frequent use of digital technologies in the search for learning in a playful way, directly influences the way they relate to knowledge.

Also for Silvério et al. (2022, p.277), "this dynamic imposes new challenges on the school, since school activities are increasingly connected to the virtual world, accelerating the pace of teaching and requiring constant adaptation to new technologies". In other words, the school needs to rethink its pedagogical practices in order to keep up with the transformations in society and the new ways of learning of students.

However, transforming these ideas into practice is not a simple dynamism. It implies a change in posture and understanding of the teacher's own role in the face of an increasingly complex educational scenario.

The insertion of dynamic and participatory practices in the school environment is often recognized as a favorable resource for learning, but its implementation faces obstacles in daily school life. One of the main challenges is related to the school culture, which is still strongly marked by traditional teaching models, in which a focus on memorization and excessive valuation of formal content prevails (Côgo, 2025).

Considering this, proposals that involve greater interaction (games, music, games, group dynamics and body proposals) of students often sometimes face resistance from managers, teachers, families and even other education professionals. However, in the light of Vygotsky's (1991) historical-cultural theory, such practices are fundamental for the development of learning. For the theorist, knowledge is built through social interaction, and learning is a process mediated by relationships with others and by the cultural context.

METHOD

The research was conducted with the objective of addressing the main challenges faced by teachers to apply playful pedagogical practices in Elementary School II in a Municipal School in Paulista – PE. We visited the selected school, in which the researcher talked to the school manager, presenting the objective of the research, requesting authorization for the teachers to participate in the research. After this meeting, the participating teachers were talked to and asked to sign the informed consent form if they wished to participate.

As a technique, interviews were used with 6 (six) teachers who teach with the disciplines of Mathematics, Portuguese Language and History, two from each discipline. The interview for Lüdke and André (2012, p.39), the great advantage of the interview over other techniques, is that "[...] it allows the immediate and current capture of the desired information, with practically any type of informant and on the most varied topics", thus allowing "the deepening of points raised by other collection techniques".

The interview is a data collection technique in which the researcher stands before the participant and asks him questions with the specific purpose of obtaining information relevant to the investigation.

As an instrument, participant observation was used in the classrooms of students in the 6th grades of classes A, B, C, D, E of the selected school. For Lakatos and Marconi (2003, p.193), "the observer knows what he is looking for and what lacks importance in a given situation; he must be objective, recognize possible errors and eliminate his influence on what he sees or collects". The focus of observation is directly related to the specific objective of the study, which consists of verifying whether teachers use playful resources in the classroom.

In this sense, research is descriptive because it seeks to "describe the recording, analysis and interpretation of data without interference from the researcher (Sampieri et al. 2006, p. 100), she "accurately describes the facts and phenomena of a given reality", and it is up to the researcher to interpret the data obtained in a neutral way, without interfering in the results.

The research has a qualitative focus, which in the view of Knechtel (2014, p. 98), "is concerned with the meaning of social phenomena and processes, considering the motivations, beliefs, values and representations that permeate the network of social relations".

Thus, this type of approach seeks to understand, in depth, the behavior of the target audience investigated.

RESULTS

The results sought to highlight the perceptions of the participants, the aspects observed in the investigated context and the contributions of the findings to the understanding of the theme studied.

Question: What factors, internal or external to the school, make it more difficult to carry out playful pedagogical practices?

Table 1: Factors, internal and external to the school, that hinder the realization of playful pedagogical practices

Teacher	Reply
P ₁	"The classroom space";
P ₂	"The courtyard";
P ₃	"Very small space";
P ₄	"Full classroom and lack of time to handle the content";
P ₅	"The tight space";
P ₆	"Classroom without space".

Source: From the answers obtained by the researcher through the interview (March, 2026).

In the teachers' answers, we noticed that there is a consensus regarding the factors that hinder the realization of playful pedagogical practices, emphasizing, predominantly, issues related to the school's physical infrastructure. All participants (P₁ to P₆) point out space limitations, *such as small classrooms, cramped environments, excess of students and absence of areas.*

In this sense, Cogo et al. (2025) emphasize that the development of playful practices requires environments that favor interaction, creativity, and movement, with the physical space being a fundamental element for play to be effective as a pedagogical strategy. In parallel to this, Crema (2020) mentions that the school should be understood as a space for the mediation of knowledge and humanization, which implies offering adequate conditions for educational practices that value the integral development of the subjects.

When the school environment is physically limited, there is a compromise not only in playful practices, but also in the quality of interactions and learning experiences.

Question: How do you perceive the attitude and behavior of students in the face of playful activities? Does this facilitate or hinder the work?

Table 2: Teachers' perception of students' behavior in relation to playful activities and their implications for teaching work

Teacher	Reply
P ₁	"They feel happier";
P ₂	"They like to participate";
P ₃	"Not everyone likes to participate";
P ₄	"Most don't like it";
P ₅	"I realize that they like it a lot";
P ₆	"There are some who don't like it."

Source: From the answers obtained by the researcher through the interview (March, 2026).

According to the answers, the perceptions are diverse about the posture and behavior of students in the face of playful activities, evidencing both facilitating aspects and challenges in the development of these practices. In general, a positive trend is observed in the statements of P₁, P₂ and P₅, which highlight that students "*feel happier*", "*like to participate*" and "*really like*" playful activities. These answers indicate that the use of playfulness favors student engagement, motivation and participation. From this perspective, Lima et al. (2020) emphasize that playfulness is fundamental in the educational process, as it promotes interest, interaction and pleasure in learning, essential elements for the cognitive and social development of students. Conversely, the answers of P₃, P₄ and P₆ point to the existence of resistance on the part of some students, highlighting that "*not everyone likes to participate*". These statements show that the acceptance of playful activities is not homogeneous, and may vary according to the students' profile, their previous experiences and even the way these activities are conducted by the teacher.

Question: Have you ever tried to implement any playful activity with elementary school classes and encountered difficulties? What were they and how did you deal with them?

Table 3: Difficulties faced by teachers in the implementation of playful activities in Elementary School II

Teacher	Reply
P ₁	"Yes. I encountered resistance from the student";
P ₂	"Sometimes. They loved it";
P ₃	"No. Because the class is already noisy by nature";
P ₄	"No. Despite knowing that it is a different activity from the ones they are used to";
P ₅	"No";
P ₆	"No".

Source: From the answers obtained by the researcher through the interview (March, 2026).

According to what has been said, (P₁ to P₆) reveals varied perceptions regarding the implementation of playful activities in elementary school, indicating both challenges and positive experiences. In general, it is observed that most teachers (P₃, P₄, P₅ and P₆) say they have not encountered difficulties. However, this absence of difficulties does not necessarily mean full ease, but may indicate a previous adaptation to the profile of the classes or even a low frequency of use of these practices. In this context, it is pertinent to relate this analysis to Freire's thought (1996, p. 47), in which he states: "teaching is not transferring knowledge, but creating the possibilities for its own production or construction". This perspective reinforces the importance of active methodologies, such as playful activities, which place the student at the center of the learning process. In the light of Paulo Freire's ideas, such difficulties should not be seen as definitive obstacles, but as opportunities to rethink teaching practice and strengthen a more participatory and emancipatory education.

Question: How do you understand the importance of playfulness in the teaching and learning process?

Table 4: Teachers' conceptions about playfulness in learning

Teacher	Reply
P ₁	"I know, it's important, but I use it little";
P ₂	"An important process in education";
P ₃	"I believe it is only useful when children are tired of traditional classes";
P ₄	"It is important, but only for early childhood education";
P ₅	"It's important. I use it little";

P6 *"Important, because we left routine practices and used more current practices".*

Source: From the answers obtained by the researcher through the interview (March, 2026).

The teachers (P1 to P6) revealed a theoretical appreciation of play, but also limitations in its understanding and practical application. In general, all teachers recognize that playfulness is relevant in the educational context. In this sense, the notes of Côgo et al. (2025) reinforce that playfulness should be understood as a powerful teaching tool, as playing is not opposed to learning; on the contrary, it constitutes a legitimate form of pedagogical mediation, capable of developing cognitive, social, and emotional aspects of students. Although the study by Côgo et al. (2025) focuses on early childhood education, its contributions can be expanded to other stages of basic education, as they highlight that playfulness favors learning when planned with pedagogical intentionality.

CONCLUSIONS

Based on the results presented, it is concluded that playfulness constitutes a relevant pedagogical strategy for the teaching and learning process in Elementary School II, especially because it favors involvement, motivation, participation and rupture with excessively traditional and routine practices.

The teachers' perceptions show that, although there is recognition of the importance of playful activities, their use still occurs in a limited way and faces some obstacles. Among the main factors identified are the restrictions of physical space, small and overcrowded classrooms, absence or insufficiency of adequate environments and, in some cases, the lack of time to develop differentiated activities. Differences were also observed in the attitude of the students, since some of them show enthusiasm and interest, while others show resistance or little willingness to participate.

The results also reveal a teacher understanding that, in some cases, associates playfulness mainly with Early Childhood Education or with moments of fatigue of the students, indicating the need to broaden the conception of playfulness as an intentional pedagogical resource, planned and applicable to the different stages of basic education.

Thus, the findings indicate that the effectiveness of playful practices depends not only on the availability of spaces and resources, but also on the training, planning and willingness

of teachers to resignify their pedagogical practices. Therefore, it is necessary to strengthen institutional and formative conditions that enable teachers to use playfulness in a systematic way and articulated with the learning objectives, understanding it not as simple entertainment, but as a possibility of significant construction of knowledge, interaction and integral development of students.

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