

CHILDHOOD EDUCATION: LUDIC ACTIVITIES THAT FAVOR THE TEACHING-LEARNING OF CHILDREN FROM 0 TO 02 YEARS OLD

EDUCAÇÃO INFANTIL: ATIVIDADES LÚDICAS QUE FAVORITAM O ENSINO-APRENDIZAGEM DE CRIANÇAS DE 0 A 02 ANOS

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ABSTRACT: Studies have shown the importance of recreational activities in children's lives, because through games they learn and, in addition, provide full physical, cognitive, motor and social development. The purpose of this work is to present a brief study on the historical conceptions and their importance in the child's life involving the ludic. Thus, we present a theoretical approach on Early Childhood Education and its importance for the formation of children, especially those who participate in Early Childhood Education Institutions. Also point out the contributions of some renowned authors on the ludic (jokes and games) and how it is important for the child's cognitive and social development process, as well as contributing with some activities for children from 0 to 02 years old, being which can be adapted for older children. Based on these activity ideas, we can understand how relevant games and games are with a pedagogical objective, as it favors the teaching-learning process and makes the subject more critical and aware of his role in society. For this, a bibliographical research was carried out, with important subjects, based on a better understanding of this process.

Keywords: Childhood education. Playful activities. They favor Teaching. Children learning.

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RESUMO: Estudos têm mostrado a importância das atividades lúdicas na vida das crianças, pois através das brincadeiras elas aprendem e, além disso, proporcionam pleno desenvolvimento físico, cognitivo, motor e social. A proposta deste trabalho é apresentar um breve estudo sobre as concepções históricas e sua importância na vida da criança envolvendo o lúdico. Assim, apresentamos uma abordagem teórica sobre a Educação Infantil e sua importância para a formação das crianças, principalmente daquelas que participam de Instituições de Educação Infantil. Apontar também as contribuições de alguns autores renomados sobre o lúdico (brincadeiras e brincadeiras) e como ele é importante para o processo de desenvolvimento cognitivo e social da criança, além de contribuir com algumas atividades para crianças de 0 a 02 anos, sendo que podem ser adaptado para crianças maiores. Com base nessas ideias de atividades, podemos compreender o quanto os jogos e brincadeiras são relevantes com objetivo pedagógico, pois favorece o processo de ensino-aprendizagem e torna o sujeito mais crítico e consciente de seu papel na sociedade. Para isso, foi realizada uma pesquisa bibliográfica, com assuntos importantes, a partir de um melhor entendimento desse processo.

Palavras-chave: Educação infantil. Atividades lúdicas. Favoritam O Ensino. Aprendizagem de crianças.

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INTRODUCTION

With the enactment of the National Education Guidelines and Bases Law (LDBEN) in December 1996, early childhood education became part of basic education along with primary and secondary education. Thus, the aforementioned legislation expressed a new concept about this educational level. LDB 9.394/96 also makes it clear that it is necessary to join and complement care and education in the care of children from 0 to 05 years old in Early Childhood Education Institutions.

Thus, it is clear that early childhood education is currently receiving a deserved highlight, because for a long time, it was seen only as a welfare institution.

It is known that the children who live in the spaces of Early Childhood Education Institutions (Creches) have greater possibilities of learning and developing, as it is in this space that children learn to divide and share their stories, their toys, in addition to expanding the circle of coexistence favoring their maturation.

In this way, it is essential that the Nursery be a place of great playfulness, as it is in pretend play that the child fantasizes, imagines, experiences, observes and with this he builds his identity and senses.

Thus, Early Childhood Education is understood as a very important stage for the integral development of children, with meaningful learning and full development, thus complementing the action of the family and the community. In addition, studies have shown that the Nursery is a space where children interact and learn by playing, under the guidance of teachers.

However, understanding the teaching-learning process is essential for the proposed pedagogical activities to be meaningful for children, providing physical and intellectual development, in addition to skills and competences, making them active and critical.

In order to present the importance of ludicity as a fundamental teaching instrument for the cognitive, social and cultural development of the child in the chapters that follow, we present theoretical concepts and fundamental practices for understanding the ludic and its contribution to the formation of the child in the educational context and Social.

Thus, the first chapter presents a brief theoretical approach on Early Childhood Education and its importance for the formation of the child.

In the second chapter, we seek to discuss conceptions of playing and ludicity in the educational context and the role of the teacher as a mediator in the teaching-learning process through play.

The third chapter presents suggestions for some ludic activities that teachers can use as a tool to be developed with children from 0 to 02 years old. Which does not prevent adapting them with older children.

1. CHILDHOOD EDUCATION: HISTORICAL CONCEPTIONS AND THEIR IMPORTANCE

With the purpose of clarifying what early childhood education is, its importance and role in children's lives, we present a little of its history from the point of view of some theorists.

Historically, children's education for centuries was exclusively for the family, as the learning process took place through contact with adults, whose function was to pass on from generation to generation, their culture, norms and conduct necessary for social coexistence.

Nowadays, in addition to the family, the child has the opportunity to learn by living with other children in a socialization space.

It should be noted that the changes brought about by capitalism, in which there was a shift from the domestic to the factory mode of production, caused a whole reorganization of society to meet the new production requirements, in this context a new family organization is also required.

The birth of modern industry profoundly altered the current social structure, modifying the habits and customs of families. Working-class mothers who had no one to leave their children with used the work of well-known mercenary mothers. "These, by choosing not to work in the factories, sold their services to shelter and care for the children of other women" (PASCOAL E MACHADO, 2009, p.3).

Also according to Paschoal and Machado (2009), the industrial revolution made the entire working class submit to the regime of the factory and machines. In this way, this revolution enabled the mass entry of women into the labor market, changing the way the family takes care of and educates its children.

With the entry of the whole family into the labor market, especially women, who were destined to care for children, a new need was created by the process of capitalist accumulation: the provision of care necessary for the survival of young children.

Furthermore, the ideal of a woman and mother, fully available to take care of the home and family, was characteristic of the more favored classes, at a time when society

closed the possibilities of study and work to women. However, one cannot fail to take into account that at that time most women from the more privileged classes were destined for motherhood, while **poor** women (emphasis added) were already in the labor market.

A new job offer was created for women, but the risks of mistreatment of children increased, gathered in greater numbers, in the care of a single, poor and unprepared woman. All of this, combined with little food and hygiene, created a chaotic picture of confusion, which ended with an increase in punishment and a lot of beatings, in order to make the children more calm and passive. More violence and infant mortality. (RIZZO, 2003, p. 31).

According to Civilletti apud Barbosa (2006) there is only concern for the children of women who were at work at the end of the 20th century, this occurs when one thinks of day care for these women who were unable to dedicate themselves to their offspring in the environment home full-time.

In view of this, one cannot lose sight of the fact that creche is a French term **creche** that is equivalent to manger, nativity scene, was one of the designations used to refer to care and education outside the family for young children.

Thus, from the 18th century onwards, in the context of the Industrial Revolution, the first child care initiatives were recorded in institutions of a philanthropic nature, alternative arrangements were being culturally constructed throughout history. In view of this, the responsibility for this service was the responsibility of religious entities. Because at this time, the ideas of abandonment, poverty, favor and charity impregnated, thus, the precarious forms of assistance in this period.

In Brazil, day care centers appeared at the end of the 19th century, as a result of the intense process of industrialization and urbanization that the country was experiencing. For Faria (1997), in Brazil day care centers are constituted in a peculiar way, as in European countries they were proposed as a function of female industrial work. Thus, popular nurseries were created with the aim of not only serving industrial workers, but also the children of slaves who worked as domestic servants.

Haddad (1993), in his research, points out that for a long time, the Nursery served the function of combating poverty and infant mortality. According to the author , care work was developed in daycare centers , as the concern was only with food, hygiene and physical safety. Also about this said Kuhlmann Jr. (2004) states that, at this time , welfarism was configured as a specific educational proposal for children from the popular classes.

Commenting on this issue, Kramer (2006) points out that the first initiatives in Brazil aimed at young children came from hygienists and were directed against the alarming

infant mortality rate. According to the author, most daycare centers were concerned with issues of food, hygiene and physical safety of children, and this service came from private groups, such as : doctors, associations of charitable ladies, etc.

As can be seen, private institutions emerged with the aim of minimizing the infant mortality rate, and they received assistance from the State, offering assistance focused on hygiene, physical care and food, as this service was intended to alleviate tensions and crises. social problems caused by the economic system itself.

Thus, it can be seen that the responsibility for creating and maintaining places to care for children was not seen as a social issue , blaming the individual entirely for his own life condition and for his inability to provide the necessary care for his offspring.

Faced with this situation, mothers began to pressure the State and private companies to organize and maintain day care centers. Being that the intervention of the State, during the Vargas government, in the decade of 30, still did not mean the responsibility of the State to provide this attendance; however, in the 1940s, this created a resolution in the Constitution of Labor Laws (CLT), obliging companies to maintain nurseries in the workplace.

It is noteworthy that private initiatives continued mainly in 1941, with the creation of the Brazilian Legion of Social Assistance (LBA), to coordinate different social services, which turned from 1946 to maternity and childhood care. in a State consultation body. Centers for the protection of children and mothers began to emerge, such as day care centers, childcare centers, children's hospitals and maternity wards, some created and maintained by the LBA.

The few labor achievements expressed in the CLT required companies that employed at least thirty women, over sixteen years of age, an appropriate place where employees were allowed to keep their children under surveillance and assistance during the breastfeeding period. Even so, they were generally not complied with due to insufficient inspection mechanisms. The punishment for defaulters was ridiculously small. This labor law only protected the breastfeeding of the baby, having no connotation of an institution dedicated to the education of young children. (ROSEMBERG, 1989, p.128).

The expansion of the Public Day Care network in Brazil occurred in an intensified way, only from 1980, and was linked to the pressure of the strongest popular movements in certain regions of the periphery, among the movements the following stand out: movement Fight for Day Care, the Pastoral do Menor, in addition to the Neighborhood Friendly Societies. Rosemberg (1989) pointed out that it was the pre-election period, when direct

elections for the governor were established, the promise to build day care centers was present on the list of electoral promises.

The discourse that was very present in relation to the creation of Day Care Centers was that their installation was very expensive, the maintenance costs were high, which is why it was stated that the best thing was to encourage the participation of private sectors, the State would contribute only indirectly through of covenants.

At the end of the 1970s, community day care centers emerged as a form of popular organization; who fought for the right to day care. This idea is appropriated by the State because it is a low-cost alternative, with the aim of increasing the number of children cared for in day care centers.

The creation of so-called community daycare centers, home daycare centers, mother daycare center, family daycare center, among other denominations, both refer to the same way of looking after small children: a woman takes care of children in her own home, upon payment, of the children of other families, while the parents work outside the home. However, due to the lack of structure in the residences, the large number of children assisted and the precariousness of the hygienic and material conditions, many of the children died in these environments.

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In Brazil, the Movimento de Luta por Creches was officially created in 1979, as a resolution of the first São Paulo Women's Congress. According to Rosemberg (1989), the base of support for this movement were working women, who demanded daycare centers to work outside for concrete reasons, such as to increase the family income. After much pressure, the State began to respond by building crèches, whose vacancies were intended for the lower income strata of the population, for working women. Thus, an equipment was created with the purpose of combating poverty, and at the same time freeing up the workforce.

Thus, since 1996, with the enactment of the Basic Guidelines Law (LDB), early childhood education has become part of basic education along with primary and secondary education. In this way, the referred legislation expressed a new concept about this educational level. LDB 9.394/96 also makes it very clear the complementation of care and education in the care of children from 0 to 05 years old in Early Childhood Education Institutions.

1.1 Teaching learning in Early Childhood Education

For the Nursery to play a significant role in the child's life, we need to understand that the act of teaching is not something ready and definitive, but a construction during the process, therefore, it is essential that when teaching, the educator has a clear conception of what it is to be "Child"? How does learning take place in Early Childhood Education?

It is known that historically the conception of children has been changing over time, however, the understanding that their learning is not homogeneous has been the consensus of all educators, since the child as a social and historical subject is inserted in an institution called family that has its history and culture, which influences its learning. According to the RCNEI (1998: 21)

Children have a unique nature, which characterizes them as beings who feel and think about the world in their own way. In the interactions they establish from an early age with people close to them and with the environment that surrounds them, children reveal their effort to understand the world they live in, the contradictory relationships they witness and, through games, explain the conditions of life to which they are submitted and their yearnings and desires.

Which means that the construction of children's knowledge takes place through different languages from the interactions they establish with family, friends and other people who live in their environment.

In this way, "understanding, knowing and recognizing the particular way children are and exist in the world is the great challenge of early childhood education and its professionals" (RCNEI, 1998:22). That is, although children have common characteristics, each being is unique and different, within their context and their experiences. Thus, still in the design of the RCNEI (1998:23):

enrich their development and social insertion accessible to all children who attend, indiscriminately . It fulfills a **socializing role** , promoting the development of children's identity, through diversified learning, carried out in interaction situations. In the institution of early childhood education, children can be offered conditions for learning that occurs in games and those arising from intentional pedagogical situations or learning guided by adults. It is important to point out, however, that this learning, of different nature, occurs in an integrated way in the process of child development.

Teaching, therefore, means creating situations that encourage learning through games that contribute to child development, both in physical aspects and in affective,

emotional, aesthetic, corporal and ethical development, contributing to the formation of happy and healthy children.

Thus, for this learning to be really meaningful, the organization of work must be diversified, respecting both the teachers' experiences and the children's experiences, perceiving the error as a knowledge construction process.

In this perspective, the teacher is the mediator between the children and the objects of knowledge, organizing and providing spaces and learning situations that articulate the affective, emotional, social and cognitive resources and capacities of each child with their previous knowledge and the contents related to the different fields of human knowledge.

When preparing the organization of work in Early Childhood Education, the teacher needs to take into account the following aspects:

- interaction with children of the same age and different ages in different situations as a factor to promote learning and development and the ability to relate;
- previous knowledge of any kind that children already have on the subject, as they learn through an internal construction by relating their ideas to the new information available to them and to the interactions they establish;
- individuality and diversity;
- the degree of challenge that the activities present and the fact that they must be meaningful and presented in an integrated way for children and as close as possible to real social practices;
- problem solving as a form of learning. (RCNEI, 1998:30)

This means that when taking into account each of the aspects, the teacher will have a range of opportunities and teaching strategies that will facilitate the learning of children, that is, according to the RCNEI (1998) when structuring their educational practice, the teacher must provide:

Interaction : create conversation situations, games or oriented learning that guarantee the exchange between children, so that they can communicate and express themselves, demonstrating their ways of acting, thinking and feeling, in a welcoming and friendly environment. that fosters confidence and self-esteem. This does not mean eliminating conflicts, disputes and disagreements present in social interactions, but presupposes that the teacher provides affective and language elements so that children learn to live together, seeking the most appropriate solutions for the situations they face on a daily basis .

Diversity and Individuality: individualize the learning situations offered to children, considering their affective, emotional, social and cognitive abilities as well as the knowledge they have of the most different subjects and their diverse socio-cultural origins. This means

that the teacher must plan and offer a wide range of experiences that simultaneously respond to the demands of the group and the individualities of each child.

Significant Learning and Prior Knowledge: that the contents worked on must have specific relationships with the development levels of children in each group and age group, and also respect and provide for the breadth of the most diverse experiences in relation to the proposed work axes, considering, as a starting point for its educational action, the knowledge that children have, arising from the most varied social, affective and cognitive experiences to which they are exposed.

Problem Solving: creating situations where children seek solutions to problems by discussing with other children, making it possible to produce new knowledge from what they already have and in interaction with new challenges. In that look,

an educational action committed to citizenship and to the formation of a democratic and non-excluding society must necessarily promote coexistence with diversity, which is a hallmark of Brazilian social life. This diversity includes not only the different cultures, habits, customs, but also the competences, the particularities of each one. Learning to live with and relate to people who have different skills and competences, who have their own cultural expressions and social marks, is a necessary condition for the development of ethical values, such as human dignity, respect for others, equality and equity and solidarity. The child who lives with adversity in educational institutions can learn a lot from it. On the side of children with special needs, living with other children becomes beneficial insofar as it represents a real insertion in the social universe and favors development and learning, allowing the formation of stimulating bonds, confrontation with difference and the work with the difficulty itself. (RCNEI, 1998:35)

Educational practice, therefore, must seek learning situations that reproduce children's everyday contexts. And in this perspective, the teacher needs to take into account children who have special needs (people with mental, hearing, visual, physical and multiple disabilities, and people with high abilities) . In this way, the objective of the institution established for children from 0 to 3 years old is to create a welcoming environment that gives children security and confidence, guaranteeing opportunities for them to be able to:

- experiment and use the resources at their disposal to satisfy their essential needs, expressing their desires, feelings, desires and dislikes, and acting with progressive autonomy;
- becoming familiar with the image of one's own body, progressively getting to know its limits, its unit and the sensations it produces;

- become progressively interested in taking care of one's own body, performing simple actions related to health and hygiene;
- to play;
- progressively relate to more children, their teachers and other professionals at the institution, demonstrating their needs and interests.

In this way, for learning to be meaningful, educational practice involves numerous issues that are presented in the educational context, and that transcend didactic planning and the proposed curriculum itself.

Thus, according to the RCNEI (1998) didactic guidelines are subsidies that refer to “how to do it”, to the direct intervention of the teacher in the promotion of activities and care aligned with a conception of children and education, conditions related to the : general principles of the axis; organization of time, space and materials; observation, recording and evaluation.

Organization of time: The routine represents a structure on which the teaching time will be organized, that is, the time of educational work carried out with the children involves care, games and oriented learning situations, the presentation of new contents in different structures didactics, ranging from telling a new story, proposing a different drawing technique to more elaborate situations, which aim to develop specific learning.

Organization of space and materials: implies that, for each work carried out with the children, the most appropriate way to organize the furniture inside the room must be planned, as well as introducing specific materials for the assembly of new environments, linked to the projects in progress. course.

Observation, registration and evaluation: it allows registering, contextually, the children's learning processes; the quality of the interactions established with other children, employees and the teacher and to follow the development processes obtaining information about the experiences of the children in the institution. This observation and its record provide teachers with a comprehensive view of children while revealing their particularities.

In this perspective, the educator, aware of his social commitment, becomes a mediating agent in the teaching-learning process, planning ludic situations in which children experience experiences that enable the construction and reconstruction of knowledge, in addition to significant social interactions. Thus, through interventions, the

teacher, respecting the pace of learning of each child, the teaching conditions and believing in the children's capacity, contributes to the strengthening and development of children.

2. PLAYFUL IN THE EDUCATIONAL CONTEXT

Historical records of children's toys, from different cultures, since prehistoric times, demonstrate that playing is natural to man, regardless of his origin and time. And that this play accompanies the evolution of man, interacting in his physical space, in his functions and in his own appearance.

The act of playing is part of children's nature, because children are naturally playful, that is, children's activities are essentially playful and have as their function the discovery of the world around them: the child develops by playing. It is known that the first reference object for children's playful activities is the body of the mother and father (from 3 months to 1 year). It is in the body and in the affective relationship that the first notions of balance are based.

According to Piaget (1998), "the first language that the child understands is the language of the body, the language of action". It is through the body that the child interacts with the environment.

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Playing is discovering the benefits of language, inventing new stories, watching the human possibility of creating new pulsars, and this is wonderfully pleasurable. Playing is putting words, hands and dreams galloping. Playing is daydreaming; even more: it is to risk making the dream a visible text. (MORALES apud FERNÁNDEZ, 2001, p. 35).

Aware of this process, it is essential that the school, in particular Early Childhood Education, develop recreational activities such as games and activities that encourage learning.

But what is playfulness? What role does it play in the learning process?

Ludic is a term that originates from the Latin *ludus*, which gives the idea of : games, games, dances, fun and joy. Games and fun are included in playing, entertainment activities that provide pleasure and amuse people who are inserted in this space and involved in games. The educational function of games and games makes it possible for children to learn, that is, for individuals, in their knowledge, knowledge and understanding of the world. The ludic is very important in the child's development phase, as it gives the notion that learning can be fun, enhances creativity and contributes to the intellectual development of children. For Santos (1997: 12),

The development of the ludic aspect facilitates learning, personal, social and cultural development, contributes to good mental health, prepares for a fertile inner state, facilitates the processes of socialization, communication, expression and construction of knowledge.

The ludic is more than a simple game or pastime. It is an activity inherent to the child that enables the development of knowledge, socialization and formation of the integral being.

When we refer to the ludic we are not just considering the game for the sake of the game or as any kind of game, but we are talking about activities that assure the child the right to be a child and be happy, the right to have a meaningful, pleasurable learning experience, an extension of their own world. , in a constant challenge in search of the endless. (ALMEIDA 1985:34)

When thinking about ludicity as a learning facilitator instrument, the teacher reflects on his way of teaching and using this resource as a motivator for meaningful learning.

Playful activities can put the child in different situations, where he researches and experiments, making him aware of his abilities and limitations, exercising dialogue, leadership is requested to exercise ethical values and many other challenges that will allow experiences capable of building knowledge. and attitudes. (DOHME, 2003:113).

However, developing ludic activities in the school context requires the teacher to have a structured, organized and systematized theoretical basis to meet the needs of the child, as well as to adapt the activities according to the age group and the proposed objectives. Therefore, it is fundamental that this planning promotes not only the learning of knowledge but also the interaction of the child in the collective, developing all the basic skills for interpersonal relationships.

It is in the games that the teacher is able to get to know the child and his state of mind better, because playing the child develops his emotional and affective side as well as some areas of the cognitive domain .

... the essence of a good teacher lies in the ability to plan goals for children's learning, mediate their experiences, help with the use of different languages, carry out interventions and change the route when necessary. Perhaps, good teachers are those who respect children and therefore bring a playful quality to their pedagogical practice. (Gonzaga, 2009:39)

According to Oliveira (2000) playing does not mean just recreating, it is one of the most complex ways that the child has to communicate with himself and with the world.

Playing is: communication and expression, associating thought and action; a voluntary instinctive act; an exploratory activity; helps children with their physical, mental, emotional and social development; a means of learning to live and not a mere pastime (Maluf, 2007: 17).

It is through play that the child imagines, imitates and acquires experiences for adult life. Thus, when using playing and games as tools for teaching and learning, combining the ludic with the contents that the teacher wants, the child will awaken in the child a taste for learning new and meaningful things for his/her education.

The biggest challenge is for the teacher, who must develop a conscious critical view , as this is the only way to provide the child with different possibilities for development , without one radically excluding the other.

For Maluf (2007), the teacher must experience ludic experiences, which act as stimuli to apply their powers of ability. As they experience new experiences, develop their fantasies, pleasure expands into joy and their pedagogical routine will be richer, flowing with new projects and new creations.

By playing with children, he builds his identity , the image of himself and the other , starting his social integration ; he learns to live with others and to face the world around him. Why is it important to play at school? According to Rosa (2003), playing provides the child with necessary prerequisites for learning to read and write. Among them we have:

- ✓ Perception: Through the sense organs: visual, auditory, tactile, olfactory and gustatory, the child establishes contact with the world.
- ✓ Body scheme: The child's body is the basic reference point for the concepts (top, bottom, front, back, left, right)
- ✓ Visual motor coordination: It is the integration between body movements (global and specific) and vision
- ✓ Spatial and temporal orientation: It is seeing yourself and seeing things in space in relation to yourself; this work avoids confusion between b/d or p/q.
- ✓ Laterality: It is defined from the neurological preference that one has for one side of the body. Right-handers – right side. Lefties – left side. Ambidextrous – both sides. Indefinite – dysgraphia, illegible handwriting
- ✓ Rhythm: Gives the child the notion of duration and succession, in the perception of sounds in time
- ✓ Visual and auditory analysis: Ability to visualize the whole, break it down into parts and put them back together to get back to the whole (guessing and rhyming)
- ✓ Visual skills: Figure-ground perception and visual memory

- ✓ Auditory: Graphic symbols are received and sent to the brain to be retained
- ✓ Anesthetic memory: The child needs the teacher to indicate where to start tracing the letters and movements
- ✓ Oral language: To express fluently, stimulation must be systematic, both at home and at school
- ✓ Reading process: it is the correspondence between sounds and graphic signs.
- ✓ Writing process: Relate the verbal sign, which already has meaning, to a graphic sign.

Oliveira (2000) points out the act of playing as a process of humanization, in which the child learns to reconcile play effectively, creating more lasting bonds. It is in play that children develop their ability to reason, to judge, to argue, how to reach a consensus, recognizing how important this is to start the activity itself.

Therefore, understanding the importance of playing allows teachers to intervene appropriately, not interfering and mischaracterizing the pleasure that play provides. Playing is the most perfect way to perceive the child and stimulate what he needs to learn and develop. (Santos apud Maluf 2003: 31).

For Maluf (2007), the act of playing requires participation and engagement from the child, therefore developing the ability to be active and participatory. Thus building their identity, the image of themselves and the world in the relationships that permeate everyday life.

When we play, we exercise our potential, provoke the functioning of thought, acquire knowledge without stress or fear, develop sociability, cultivate sensitivity, develop ourselves intellectually, socially and emotionally. This also happens with children: they show that they are endowed with creativity, imagination and intelligence. They develop essential skills for their future professional activities, such as attention, concentration and other psychomotor skills. (MALUF, 2007: 21)

Still in Maluf's view, when the child is deprived of the act of playing, he may be left with a gap in the formation of his personality, which will cause deep traumas. The child who plays and has a happy experience will certainly be a physically and emotionally balanced adult, overcoming everyday difficulties with greater ease. In this view, playing is fundamental for the formation of the human element in all its fullness.

[...] play is a child's language that maintains an essential link with what "not - playing" is. If play is an action that takes place in the realm of imagination, this implies that the one who plays has mastery of symbolic language. This means that it is necessary to be aware of the difference between the game and the immediate reality that provided content for it to take place. In this sense, in order to play, it

is necessary to appropriate elements of immediate reality in such a way as to attribute new meanings to them. (RCNEI, 1998: 27)

It means that this particularity of the game permeates between the imagination and the imitation of the social context in which it is inserted. Understanding this process allows us to understand the actions of children in the act of playing.

Every game is a transformed imitation, in terms of emotions and ideas, of a previously experienced reality.

This means that a child who, for example, rhythmically taps his feet on the ground and imagines himself riding a horse, is orienting his action by the meaning of the situation and by a mental attitude and not only by the immediate perception of objects and situations. act of playing, signs, gestures, objects and spaces are worth and mean something other than what they appear to be.

When playing, children recreate and rethink the events that gave rise to them, knowing that they are playing. The main indicator of play among children is the role they assume while playing. By adopting other roles in the game, children act in the face of reality in a non-literal way, transferring and replacing their everyday actions with the actions and characteristics of the assumed role, using substitute objects. (RCNEI, 1998: 27)

In this way, games contribute to the formation of self-esteem, transforming previous knowledge into knowledge that helps to face daily challenges.

According to the RCNEI (1998), playing is presented according to the categories of experiences that are differentiated by the use of material or resources predominantly involved. These categories include: **movement and perceptual changes** resulting primarily from children's physical mobility; **the relationship with objects and their physical properties** as well as the combination and association between them; **the oral and gestural language** that offer several levels of organization to be used to play; **social contents** , such as roles, situations, values and attitudes that refer to the way in which the social universe is constructed; and, finally, **the limits defined by the rules** , constituting a fundamental resource for playing.

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These categories of experiences can be grouped into three basic modalities, namely, **pretend** play or role playing, considered the fundamental activity from which all others originate; **play with building materials and play with rules** . Make-believe games, construction games and those that have rules, such as society games (also called board games), traditional, didactic, body games, etc., provide the expansion of children's knowledge through of recreational activity.

Thus, the teacher needs to organize the activities in a way that they are meaningful for the students, respecting the ability and age group of the children. Create opportunities for playing to be something pleasurable and educational at the same time.

It is necessary to innovate, to offer activities that allow the ludic that exists in the child to flourish. The more she participates in these activities, the more knowledge is manifested, the more desire to seek new knowledge arises within her.

For this, the teacher is the mainspring that guides and mediates the educational process, because by stimulating the child through games, he awakens in the student a taste for learning, teaching to seek new paths and new learning, favoring coexistence with the another and above all it allows that student to find himself in his universe and discover his true “I”.

But, for the teacher to reach his goal, he needs to be clear that playing is not always ludic. Ludicity is not something imposed, but performed with pleasure and without pressure. Therefore, it is fundamental that the planning involves activities that allow the child to create, organize and manage their toys and games. Use tales, songs, poems and games as instruments to promote the integral development of the child, working on cognitive, physical, social and affective aspects.

According to Maluf (1998), the teacher needs to have an open mind to play, recognize its importance as a development factor, thus creating spaces that favor this play, such as: a corner for toys, space available for playing and the construction of toys with scrap metal. When building their toy with scrap, the child learns not only the art of transforming what would be garbage into an object that makes playing possible, but also promoting the integration of different knowledge.

3. PEDAGOGICAL PROPOSAL FOR PLAYFULNESS IN EARLY CHILDHOOD EDUCATION

The ludic allows creating learning situations that contribute to the integral development of the child, however, it is necessary for the teacher to be clear about the need to intersperse the instrumental ludic activities, that is, the play that has as its purpose, school objectives, and also the spontaneous way of playing, involving pleasure and entertainment . Thus, playing allows the child not only to learn new knowledge, but also to develop motor, social, emotional and cognitive skills.

According to Weiss (1997), playing has existed since prehistoric times and has followed the evolution of man, demonstrating that it is natural for man to play. For him, children's activities are playful and have the function of discovering the world around them.

Still in the conception of Weiss (1997:24), “through the toy, the child initiates his social integration: he learns to live with others, to situate himself in front of the world that surrounds him. She exercises while playing.” Playfulness is part of the child's universe . Therefore, the school needs to develop a work that favors learning, through games.

At school, recreational activities should alternate with expository classes, constituting an excellent instrument that allows the fixation of contents, the confrontation of conflicting situations related to the social context in which it is inserted, in addition to favoring the formation of personality, interaction , attention, memory, imagination and socialization.

In this way, recreational activities must be present in the daily life of School Institutions, mainly in Early Childhood Education, as it is in games that we get to know the child and their state of mind, and contributing to their emotional, affective and cognitive development. Therefore , it is necessary for teachers to know about recreational activities that contribute to the formation of the individual, this requires a sensitive and permanent look from the teacher to understand the children and respond appropriately to the demand of each one of them. Thus, below we present suggestions of ludic activities that make learning possible.

3.1 Suggestions of some activities to be developed with children from 0 to 02 years old

It is known that children aged 0 to 02 years need continuous stimuli to develop and form practical concepts. Thus, the Nursery/School needs to enable the child to manipulate different types of concrete material and experience activities that allow him to understand and accept forms and patterns of social and personal behavior; as well as acquiring self-confidence; to solve new situations. During early childhood, activities that develop the gross and fine motor skills of the child are very important. For this, we educators are responsible for teaching and offering activities that favor the development of the largest and smallest muscles of the body, for example, Gross Motor, activities that make them run, jump rope and hopscotch, jump, dance and many others that involve movements blunt and Fine Motor, are more sensitive and delicate such as collages, paintings, drawings, writing (doodles, doodles) etc. always starting from the easiest to the most difficult and always observing the evolution of each child. Thus, below we present suggestions of ludic activities that make learning possible.

Activities 1 - The names

Age: from 4 months.

Goals: recognize own name

Activity development

1. Sing songs in which you can put the names of the children, such as: “Se Eu Fosse um Peixinho”, “A Canoa Virou”, “Ciranda, Cirandinha”
2. Try to get close to the child whose name is being chanted; 3. Clap and gesture while singing.

Activity 2- Noise string

Age : from 01 year

Purpose: to develop coordination and hearing **Material:** plastic pot with lid, string, seeds (rice, beans), adhesive tape

How to make the toy:

1. Put seeds in the plastic pot and glue the lid and apply adhesive tape to reinforce;
2. Tie a string to the pot, leaving a string of about 60 cm.

Activity development

1. The child should roll the string in the plastic pot, as he rolls it he will hear the noise of the seeds. **Note:** for this activity we recommend the song Enrola Bola by Rubinho do Vale

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Activity 3 - My colorful path

Age: from 01 year

Objectives: explore sensations and materials; graphic record

Material: brown paper and sago in grape or strawberry flavor

Activity development

Paint the children's feet with sago so they can print it on the paper. Children will print their feet as they walk on the paper.

Activity 4 - On the soundtrack

Age: from 5 months

Material: stereo and CDs with various music

Purpose: Stimulate musical hearing

Activity development

1. Play varied music: children's, classical, sertaneja, pop...
2. In each song, make a children's movement, clapping your hands, raising your arms, nodding your head, singing.

Activity 5 - Assorted Boxes

Age: from 6 months

Objectives: develop the senses and notion of size and weight.

Materials: cardboard, milk carton, scissors, masking tape and colored paper. The boxes can be assembled from cardboard, or from milk cartons with masking tape on the sides and covered with colored paper.

Activity development

1. The child should place one box inside the other, and while lifting a box, or carrying the boxes, he will have an idea of weight and size. 2 to 4 years old Children from 2 to 4 years old, even if they are unable to perform operations, already use their intelligence and thinking. She is able to represent her experiences and her reality, through different signifiers: the game, drawing, language, image and thought.

Activity 6 - Following the trail

Age: from 2 years old

Goals: develop attention and motor control

Material: newspaper sheets Prepare the material Make large circles and triangles on the newspaper sheets.

Activity development:

1. Place the circles and triangles on the floor as paths;
2. Make a single line with the children;
3. The children should walk first just stepping on the circles, then just stepping on the triangles.

Activity 7 - Puppet Theater

Age: from 1 year and a half.

Material: Puppets or finger puppets.

Objective: Get to know the school routine while talking to the characters.

Activity development

Sit with the children on the floor and have the dolls “talk” to each one. You can ask questions like:

- Who brought you to school today?
- You have friends? Who are?
- Have you ever played in the park?
- Have you had a snack yet?

Activity 8 - Mom has a letter for you

Age: from 2 years.

Time: One hour.

Space: Activity room.

Material: Felt pens, paper and envelopes.

Objectives: Calm down about adaptation feelings (example: sadness) and share school activities with parents.

Activity development

Distribute a sheet of paper and felt-tip pens to each child and ask them to write a letter to their parents. When everyone has finished drawing, call one by one and ask who the message is addressed to and what it wants to communicate. Write what the child says on the same sheet of paper used by the child. It's important to ask if she wants to deliver the letter to the designated person. If so, put it in an envelope and instruct the child to deliver it when they get home. Otherwise, save the drawing with the other activities.

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Activity 9 - Care for the Doll

Age: 1 to 3 years.

Time: 30 minutes.

Space : Activity room.

Material: Dolls, doll clothes, scraps of fabric, bottles and pacifiers.

Objectives: Play make-believe during the symbolic game; touch the colleague; and have a good relationship with the group.

Activity development

This game is for boys and girls, as it aims to develop interpersonal relationships, promoting attitudes of care and affection towards others - needs that are common to all, regardless of

gender. This will happen in make-believe, when the child learns about social interactions. Therefore, it is important to have your space guaranteed and valued in your routine. Propose that each one take a doll and take care of it as if it were their own daughter. The little ones should be bathed, changed diapers and petted.

Activity 10 - PAPER RAIN

Age: 08 months to 03 years.

Time: 15 to 30 minutes.

Space: Activity room.

Material: Old magazines and newspapers.

Objectives: Actively relax (and not just in a resting position) and playfully interact with the educator and colleagues.

Activity development

Sit with the class on the floor around a pile of old magazines and newspapers. Let everyone manipulate and tear the pages freely. Gather the shredded papers in a pile and throw everything in the air. It's going to be a party! Afterwards, the shredded paper can be used in collages or modeling dolls.

2315

Activity 11 - Solidarity Walk

Age: 01 year and a half to 03 years.

Time: 5 to 10 minutes.

Space: Free areas or other spaces.

Objectives: To develop the group idea and tolerance.

Activity development

This proposal can be applied whenever the children have to walk together, such as from the living room to the patio. Anyone who wants to run has to control himself. Whoever is slower needs to hurry. If there is someone with limited mobility, the whole group will have to wait for them.

Activity 12 - Paint and Unpaint

Age: From 1 to 2 years.

Time: 10 to 15 minutes.

Space: Activity room.

Material: Thick glass (window, glass door or other transparent surface, as long as it is well fixed, to ensure safety), gouache paint, roller, brush, sponge or hands.

Objectives: Explore and recognize the body as a producer of brands; perceive and recognize the characteristics of glass (transparency, hardness and coldness); and observe and perceive transformations, movements, shapes and colors through the light that passes through the glass.

Activity development

Before starting painting, encourage the children to observe the surface and its characteristics (smooth, cold, transparent...). Play making faces on the other side of the glass, putting your hand behind it for the child to try to grab and smashing your face against it. Afterwards, the children can spread the paint and observe that where it was painted there is no longer any transparency. Propose that they paint with their finger and observe that the transparency returns where the finger passes. Form a conversation wheel to resume the experiences lived in the process.

Activity 13 - Trademark

Age: 01 to 02 years.

Time: 05 to 10 minutes.

Space: Activity room.

Material: Cardboard or other paper and sago in strawberry or grape flavor.

Objectives: Explore the materials (sago and paper); realize the personal brand; build self image; order shapes; and relate bodily sensations and graphic recording.

Activity development

Paint with sago the palm of the children's hands so that they print it on the paper. You can paint yours and do the demonstration. Don't do the work for them. Give the little ones freedom of movement, even if they don't make stamps, but paint freely (picture on the opposite page). A possible variation of this activity is painting the soles of the feet, which can be done with children who are already walking. They can print feet while walking on long paper. Point out that the marks are very visible at first and disappear as the paint wears off.

Activity 14 - Rip and Paste

Age: From 07 months to 02 years.

Time: 10 to 20 minutes.

Space: Activity room.

Material : Large Kraft paper, flour glue, magazines and assorted papers (brigadeiro mold, coconut candy wrapper, stickers, etc.).

Objective: Perceive different shapes, colors and three-dimensional structures.

Activity development

Make the glue : mix 1 liter of water, 3 tablespoons of wheat flour and 1 tablespoon of vinegar in a pan. Stir until thickened and let cool. Give the children several magazines to cut out without scissors.

Place a sheet of Kraft paper on the table that has already been brushed with flour glue over the entire area. Leave the various types of paper and magazine clippings at the disposal of the children so that they can stick to the Kraft paper. It is worth overlapping images. At the end, you can make a collective panel and expose the work.

Activity 15 - One Brush Many Papers

Age: From 02 to 03 years old.

Time: 15 to 30 minutes.

Space: Activity room.

Material: Colored pencils, large crayons or thick brush and various types of support, such as mirror paper, cardboard, cardboard in different colors, wrinkled paper, paper with unusual cutouts (with a hole in the middle, for example) or, still, wood , clay etc.

Goals: Experiment with different graphic media; explore various possibilities of graphic recording; understand different forms of expression; and developing motor skills (depending on the material, the act of drawing requires more or less strength, delicacy not to tear, etc.).

Activity development

With the same brush, colored pencils or crayons, children draw on paper of different colors, shapes, sizes and textures (and even on other types of materials, such as wood). They will perceive different effects or shades of a pencil, for example, when used on different surfaces.

Activity 16 - Everybody in the Little Window

Age: From 09 months to 02 years.

Time: 30 minutes.

Space: Activity room.

Materials : Cardboard, markers, glue and a photo of each child.

Objective: To encourage recognition of one's own image and that of colleagues.

Activity development

On a card, draw a little train with the number of cars corresponding to the number of children. Hang the poster on the living room wall before they arrive. On play day, ask parents to send in a picture of their son or daughter. Ask the little ones to sit in a circle and place the photo in the middle of the circle. Cuddle the babies in the group and talk to everyone. Comment one photo at a time. Show the picture and say: “Look at Aninha!”, “Where were you?”, “At the beach, right?”, “Was your bikini blue?”, “Who has been to the beach?” Call children by name, as it is very common in Kindergarten to use nicknames. After the comments, paste the photos on the wagons and let them enjoy. Include a photo of yourself as well. The little train stays in class until the holidays. You will notice that, whenever possible, children will call people who approach the room to look at the pictures.

Activity 17 - Produced for the Ball

Age: from 02 years.

Time: 40 minutes.

Space: Large room.

Material: Full-length mirror, stereo, fabrics, costumes and makeup (dermatologically tested, hypoallergenic and alcohol-free).

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Objective: To encourage the construction of identity with the use of a mirror.

Activity development

Take the kids to a room that has one or more large mirrors so everyone can see themselves at the same time. Leave the costumes and fabrics at their disposal. Start the activity by telling them that there is going to be a big dance and, therefore, they need to put on special clothes and put on makeup. Do the painting on the children's faces yourself or ask another educator to help. When the class is ready, put on upbeat music and start dancing. After the children have danced freely, lead the activity by suggesting that they make faces in front of a mirror, bend their knees, raise their arms, express sadness, nod their heads, and move the tissues they are holding. Suggestion: put on makeup and dress up to enjoy it together.

Activity 18 - Surprise Box

Age: from 02 years.

Time: 30 minutes.

Space: Activity room or patio.

Material: Shoeboxes and small mirrors protected by a sturdy frame. If there are no mirrors at school, ask parents to provide one.

Purpose: Play with your own image.

Activity development

Ask parents to send a decorated shoebox from home. Before the activity begins, glue the mirror to the bottom of each box. Gather the children in a circle and give each child their box. First, ask them to just hold it. Comment on the differences between them. Talk about the colors, the drawings, if they are shiny... And let them know: “Whenever you open the box, you will find a surprise”. The first “surprise” will be for the child to see himself inside the box, reflected in the mirror. Keep the mirror in the box and, from the second time on, each one should have something different, such as makeup, hairbrush, sachets or other objects that are part of the nursery's collection.

Activity 19 - Who's Here

Age: From 02 to 03 years old.

Time: 30 minutes.

Space: Room with low light.

Material: Small lanterns.

Objectives: Discover what's in space and look at colleagues in a different way.

Activity development

Hand out a small, lit flashlight to each child. Then take them to a space with low light and no furniture, so they don't get hurt. Upon arriving at the location, let them walk freely around the room, encouraging them to explore the environment. One idea is to look for colleagues. They can also light up parts of the other's body and try to figure out who it is.

Activity 20 - Today is New Day

Age: from 04 months.

Time: One hour.

Space: Activity room.

Material: Box, objects with different shapes, textures and sizes (little boxes covered with paper or fabric containing sand, pebbles or various grains), bladders with a little water inside, pieces of conduit, painted or covered paper towel rolls, gloves surgical towels with

talco, rings, jars of photographic film with beads, small PET bottles with pieces of colored paper, small mirrors, rattles, lids for containers and sachets. the content does not escape.

Objectives: To know the objects and ways of interacting.

Activity development

Spread cushions on the floor to make the room cozy and have the children sit on them. Babies can also enter the wheel, accommodated in their own seats. Start the game by telling the class that you brought a box full of surprises. Open it and take out one object at a time, showing the various handling possibilities, colors and designs. This mediation is fundamental to arouse the interest of the kids: it is by observing and imitating their action that the child will expand the repertoire of movements and create variations. When this happens, draw the attention of others to the new way of playing. So you keep encouraging imitation. Make the most of each piece by shaking, tossing, stacking, twisting or putting it close to your ear. Only then give it to the children. Distribute all the contents of the box and allow them to exchange the pieces with each other. Babies interact by looking, but they can also play. If they still can't hold the objects, help them. This activity can be repeated several times a week, with the same objects or new ones that you bring. Always keep them clean.

Activity 21 - Reading Corner

Age: from 9 months.

Time : 10 to 15 minutes a day.

Space: Activity room.

Materials: Carpet or mattress, miniature pillows or sofa, rag dolls and puppets of characters familiar to children and several books.

Goals: Be interested in stories and explore books.

Activity development

The experience of handling books since the first months of life collaborates with learning to read. Listening to stories regularly also favors the formation of better readers and lovers of the literary universe. Organize a reading space in your living room that children can visit and explore, getting in contact with books, photo albums, puppets and cloth dolls on a daily basis. It is worth remembering that this space should be comfortable, welcoming and attractive. Thus, children are involved for a longer time with their activities. Books and other exposed materials need to be resistant. If any happen to be torn or dented,

fix it and put it to use again. Read books to the group. Because of their age, the children will not sit in a circle like the older ones. A young child's interest in a story read can be sensed by reactions of joy or attempts to act out the story. Watch for these signals and encourage the children who emit them. When choosing stories to read or tell, choose books with quality illustrations. Don't worry about variety, young children like to hear the same story over and over again. Before or after reading, remember to give the children time to freely handle the books.

Activity 22 - Nature Speaks

Age : 02 years.

Time: 30 minutes.

Space: Activity room, patio or garden.

Material: Drawings, clippings or videos showing animals and scenes from nature.

Goals: Play with the voice and work on the possibilities of sounds we can emit; stimulate creativity and imagination; and increase the repertoire.

Activity development

Based on the images, ask questions such as: “What sound does this animal make?”, “What does thunder sound like?” or “How does this bird sing?” and let the children play freely.

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Activity 23 - Earrings of Paralegends

Age : 06 months to 02 years.

Time: 30 minutes.

Space: Activity room, patio or garden.

Material: Song lyrics, earrings and pair of legends.

Purpose: Have fun with music

Activity development

Parlendas are games with rhyme and without music. Earrings are usually sung and involve body movements such as horseback riding or rocking. Earring example: Saw, Saw, Saw (Seat the child on your legs, facing you and hold hands with her, rocking back and forth.)

Saw, saw, saw / Saw grandpa's crop / Grandpa is tired / Let the saw rest.

Example of a pair legend Up there on the Piano (Can be used to choose who will start a game). Up there on the piano / There's a glass of poison / Whoever drank it died / It was your bad luck

Activity 24 - What's That Sound?

Age : 06 months to 02 years.

Time: 30 minutes.

Space: Activity room.

Material: Objects that emit sounds – rattles, bells, rattles –, musical instruments and age-appropriate toys.

Objective: Discover and produce different sounds.

Activity development

The baby is encouraged to discover the sounds an object emits. Spread several toys around the child and encourage him to discover each sound by moving the object: touching, squeezing, shocking it with another.

It is important to encourage research into possibilities to produce sounds instead of teaching a single way to play an instrument, for example.

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Activity 25 - Expression Game

Age: 02 to 03 years.

Time: 30 minutes.

Space : Activity room.

Material: Cardboard, markers or ink.

Objectives: Name the feelings and talk about their possible causes.

Activity development

Draw on the cardboard several faces with facial expressions that show feelings of sadness, joy, anger, fear, fright, etc. Leave some blank to name a feeling that appears during the game. Invite the child to point out the one that most reveals the way he feels at that moment and to explain the reasons for that feeling. She may, for example, be angry with her colleague because she took a toy from her hand.

Activity 26 - Activities that can be carried out daily at the Nursery.

Age: 02 to 03 years.

Time: 30 minutes.

Space : Activity room.

Goals: Develop gross motor coordination

Activity development

Walking freely, clapping hands; Walking forward; Walking backwards; Walking with hands on head or waist; Walking on tiptoe; Walking with one foot in front of the other;

Activity 27 - Activities that require visual perception

Age: 0 2 years.

Time: 30 minutes.

Space : Activity room.

Goals: Develop gross motor coordination

Activity development

Walking on different types of lines drawn on the ground (straight and curved) or on the outline of geometric figures, letters or numerals; Walking, with legs apart, on a rope stretched out on the ground;

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Activity 28 - Activities that require auditory perception

Age: 02 years.

Time: 30 minutes.

Space : Activity room.

Goals: Develop gross motor coordination

Activity development

Walking trying to follow a certain rhythm, which may vary from the slowest to the fastest (use clapping, foot tapping, music, etc. to mark the rhythm); Walking in pairs or trios, hand in hand, following an auditory stimulus (music, for example) ; ceasing the stimulus, the pairs or trios stop. Repeat several times.

Activity 29 - Activities that require tactile perception

Age: 02 years.

Space : Activity room or patio

Goals: Develop gross motor coordination

Activity development

Describing objects by feeling with eyes closed;

Show the object, close your eyes, give a different object to recognize and then hand over the right one;

Modeling wet sand on the playground;

Copy templates of simple shapes;

Threading hollow noodles and large beads;

Attach and remove pegs to the edge of the box, plates, etc.

Freely cut figures by hand;

Cut figures using one hand with support and tear with the other and paste freely;

Kneading different types of paper with one hand and then with both hands;

Draw with gouache paint;

Fold sheets in half horizontally and vertically;

Pass water from one glass to another;

Fishing with fish in the sand or in the water;

Passing bean pits from one container to another with tweezers;

Open and close zipper;

Open and close threaded containers;

Open and close padlock;

Buttoning and unbuttoning buttons;

Walk over lines, letters and numbers;

Play with balls of different sizes;

Playful activities can and should be applied at all ages, and those suggested above can be changed according to the child's age group and the teacher's methodology and application. We can see in each activity presented the ludicity that, if well applied, can develop several skills, among them; socialization, personal and social values, fun, curiosity, pleasure, as it facilitates your thinking and acting, enriching your vocabulary and acquiring new knowledge naturally.

FINAL CONSIDERATIONS

Playing is an activity inherent to the child that allows the encounter of knowledge, socialization and development of his character, therefore it is far from being a simple act of playing or a pastime.

Thus, the ludic is one of the actions that, when well organized and structured, stimulates a child's cognitive and learning development. Capable of developing attention, memory, perception, sensation and all the basic aspects involved in the educational process.

Playing promotes not only the pleasure of fun, but also allows the construction of knowledge, through the process of apprehension, analysis, synthesis, expression and communication of the child about himself and the world that surrounds him.

Therefore, Early Childhood Education Institutions need to develop ludic activities daily in their context, as used as a learning instrument it allows not only the fixation of contents, but also helps the child to face conflicting situations related to their cultural and social daily life, as they favor personality formation, develop interaction, imitation, attention, imitation, memory, imagination and socialization.

However, it is necessary that the teacher is aware of his role as a mediator, as it is in play that children recreate and stabilize what they know about the most diverse spheres of knowledge, in a spontaneous and imaginative activity. Thus, the educator, by mediating the learning process, through a ludic pedagogical practice, favors the integral formation of the child, understanding himself and the world that surrounds him.

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