

# Playfulness in early childhood education

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**Keywords—** *Playful, Early Childhood  
Education, Mediator.*

**Abstract—** *The present work had as a line of research "The ludic in early childhood education" as a general objective to show the work of teachers in early childhood education regarding playfulness, such as playing and developing and the activities developed in municipal schools in Porto Nacional - TO , in the morning period of the pre-school that serves students aged between four and six years old. Twenty-three teachers collaborated for the field research in three schools. This research had a qualitative approach, with a descriptive and explanatory nature. In the first moment, there were collections of data obtained based on the application of the questionnaire, and the second part was to tabulate the data, generate the graphs and obtain the results and discussion. It is concluded that the tasks developed in the classroom regarding the ludic is valued by the pedagogues, they are specific methods, activities developed in the educational space are necessary for the student's reality and for the pedagogue who is as a mediator. The analysis of the results indicates that the teachers, in turn, work with the games, but the lack of adequate spaces makes the ludic pedagogical practices unsatisfactory.*

## I. INTRODUCTION

This article is about the role of playfulness in early childhood education, and the relevance of working a didactic rich in games within the educational environment, for a satisfactory development.

For Silva (2021, p.7) "playing develops an important educational role in early childhood education. Through play, children develop, getting to know themselves" [...]. It can be said that playfulness is a tool of great value to be used in early childhood education, because games and games help in the development of the student.

The playfulness has as main teaching strategy, seek to unravel the world that involves the creativity of the child. The playful provides students with feelings of pleasure, emotions, joy, increasing your potential through the games. In addition to working on the affective, physical, cognitive aspects and especially the socialization between them.

According to Silva (2021, p.5), "the act of playing that helps the development of the child in its various aspects,

since through playing the child acquires and builds knowledge" [...]. From this reflection, it is stated that the playful is essential for the development of a child in the cognitive and physical part.

Thus, emphasizing the value of the professional before your didactic to better serve children in the early years, this research occurred with main.

However, the playful in the school space has a purpose of great value, because this tool brings students a learning of pleasurable way, because they learn by playing, and for a child the play is paramount, because through the toys and fun activities the child becomes creative and full of imaginations.

Therefore, this work had as general objective to understand that the playful is an important method for children in early childhood education in your learning practice. As specific objectives; identify the function of the playful: know the value of use in the room as a learning method, address educational actions that allows the playfulness.

## II. MATERIAL AND METHODS

For Silva, p.114, addresses the research in the field, according to the data collected. Given this, the same data were used using a qualitative approach, descriptive explanatory nature, through which it was intended to analyze the conceptions of teachers about playing, more specifically in early childhood education, when programming their activities. In the first stage, a structured questionnaire was applied to teachers to verify the forms and purpose that games, toys and games assume in the pedagogical activity of Early Childhood Education. For the survey of these data were chosen 03 (three) schools of the municipal public education network in Porto Nacional -TO, in which worked 23 teachers, in the afternoon. Forms were applied, all questions and answers being individual.

The data collected in the questionnaire were classified into two parts: Demographic data, in which the research subject was characterized, place of work, training course and working time. Data from the reports and statements, finally, from the teachers' speeches about play in Early Childhood Education. It was characterized the frequency of playful activities, the purpose with which they were used and the criteria of choice related to the space they occupy in the classroom.

The receptivity of the educators of the school, considered as a whole, was of great value for the work to be carried out, since the teachers, for the most part, worked two periods a day, that is, while they were at school, they hardly had free time to answer the questionnaires and carry out other activities. Sometimes, the questionnaire was not answered on the same day due to the teacher's lack of time.

Teachers' available time outside the classroom was allocated to their daily planning routines, and the same time was used to answer the questionnaire. However, counting on the goodwill of the teachers and the rest of the professionals working at the school, it was possible to collect the necessary information. The categorization and tabulation of the data obtained were carried out by means of content analysis, and the frequency percentages were calculated from the total number of responses explained and not from the number of teachers.

The first step is to describe the data obtained from the application of the questionnaire. The twelve questions were asked to teachers who instructs in early childhood education of the municipal network, addressing concepts about the play and games and their use in the classroom.

The second step is to tabulate the data, generate the graphs, and then obtain the results and discussion.

## III. RESULTS AND DISCUSSION

This chapter describes the data obtained in the application of the questionnaire to the teachers of the municipal network of early childhood education of Porto Nacional.

### STEP ONE – QUESTIONNAIRE DATA

#### *Training Course of the Teachers Surveyed*

In the data obtained, there was a result of the training course of 83.40% who have a degree in Pedagogy and 16.60% who do not have a degree, as shown in figure 1.

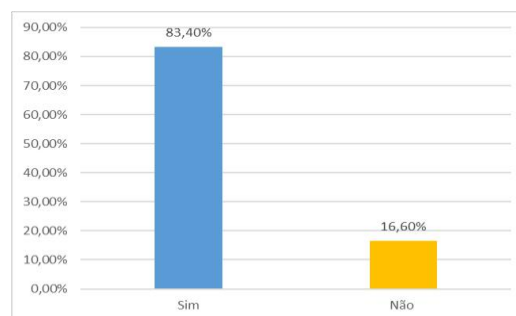


Fig. 1: Teacher training course

According to Brazil (2023), among teachers working in the initial years of primary education, 85.3% have a degree. In the final years, of the 753 thousand registered teachers, 91.8% have a higher education degree. In this stage, there was an increase of 6.6% of teachers with higher education in licentiate, in the period from 2016 to 2020.

In view of the above, the percentages of graduated teachers are increasing, with this bringing good news because there is a significant increase in teachers' schooling and postgraduate studies. In view of this statement, according to Brazil, the goal of the National Education Plan is that 50% of trained mediators of basic education have a postgraduate degree and continued graduation.

#### *Another Course You Consider Important*

Through the survey was directed the question if they were not pedagogues which profession they would have as training. 17% chose not to answer, 8% says he would like to practice medicine, 8% opted for administration, 8% biology, 25% would like to do postgraduate studies and 34% letters, as shown in figure 2.

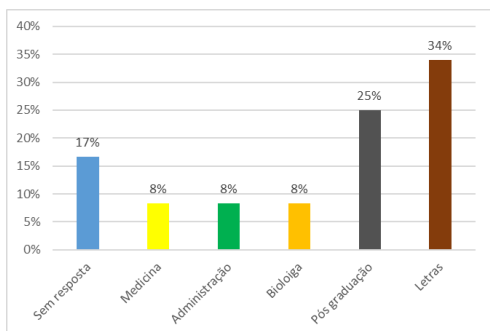


Fig. 2: Other courses you consider important

According to Scielo/Brazil (2018, n.p)

“Likewise, we realize that higher education also has gaps in relation to the formation of the reader of literature, a fact that compromises the entire reading network, considering that it is the responsibility of the Pedagogy course to train future teachers of children, young people and adults of the first levels of education.”

When analyzing the research data, it is a fact to say that the pedagogues who act directly and indirectly within the classroom most present difficulties in acting in the development of their pedagogical tasks for lack of specialization in the area and with this ends up compromising the entire learning process. Considering that through the research done in the institutions cited above, it is evident that the teachers who work in front of the classroom in turn made clear a negative point as a pedagogue, because most would like to work in other specializations performances.

#### How Long You Have Worked in Early Childhood Education

According to the result, it was evident that, 17% works with early childhood education less than 1 year and a half, 17% 1 year to 3 years, 8% 3 to 5 years, 8% 10 to 15 years, 42% more than 15 years, as shown in figure 3.

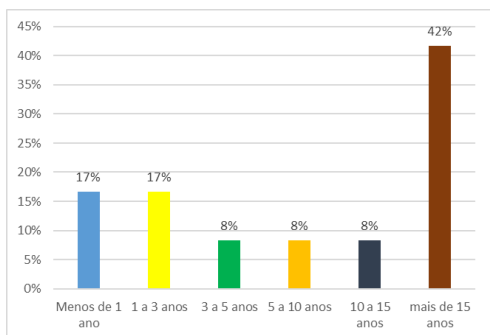


Fig. 3: Time working with early childhood education

According to Batista and Cardoso (2021, n.p)

“Teachers should also seek to deepen their understanding of the theories that underpin teaching and

learning practices. This can be achieved by reading about teaching and learning, regularly attending seminars and workshops, and enrolling in methodology courses that will enable them to rebuild their knowledge of the background to learning and teaching.”

According to the authors, every educator should strengthen his ability to deliver a good lesson, because each time he puts it into practice, he becomes more agile in his educational activities. In the results above, it shows that many pedagogues have already been working within the school environment, in this way the educator gains confidence in his teaching practices so that he can transmit to his students. Work the playfulness is to transmit experiences, creativity, fantasies, all together, and in this way the playful becomes a tool so important for children's education.

According to Batista and Cardoso (2021, n.p)

“While teacher training addresses the most "trainable" aspects of teaching based on knowledge and skills, teacher development is concerned with generating changes in relation to the most complex components of teaching, that is, awareness and attitude.”

Given this, it is important that every educator has training so that he has the ability and commitment to develop his satisfactory lesson plan for those who are there. The student, is the main factor for the educated, because he is the transmitter of knowledge, the one who generates motivation, qualified learning and transmits experiences that motivate the student to new teaching practices.

#### Numbers of Pupils in The Class

Given the number of students in the class, there was a result of 175 male students (57%) and 133 female students (43%), as shown in figure 4.

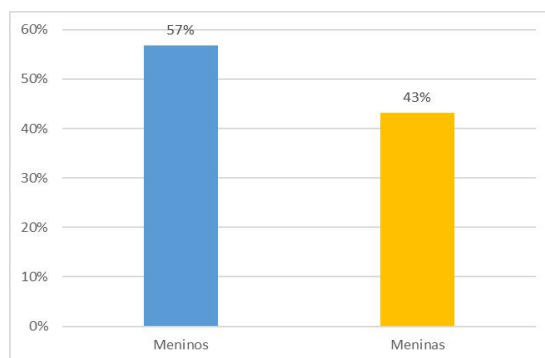


Fig. 4: Numbers of Pupils in The Class

For Lucena (2020, n.p)

“In CEIs (Early Childhood Education Centers), which receive children from 0 to 3 years old, the proposal sets different limits. Nurseries, for example, must have one

teacher for up to four babies. In daycare rooms, with children from 3 years old, the limit is ten students per teacher.”

In Elementary School I and II, the established limit is one teacher for up to 20 children.

In view of the studies done, it was notorious to see that the classrooms are compromised by too many students, causing difficulty in learning and often failing to use the playful, even with the projects that limits numbers of students per room, on the other hand is never done as mentioned above.

*Weekly Working Hours in Early Childhood Education*

According to the survey results, the working hours of these teachers were 8% 24 hours, 50% 30 hours, and 42% 40 hours, as shown in Figure 5.

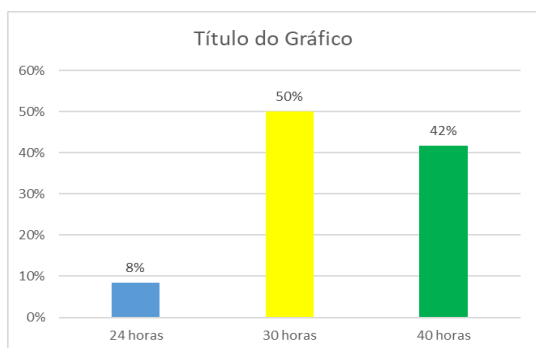


Fig. 5: Weekly Working Hours in Early Childhood Education

For Reino (2022, n.p) states that "The floor law, used for public school teachers, establishes that educators have a workload of 40 hours per week". Thus, it is clear that teachers working in public networks cannot accumulate workloads that exceed what is established by law.

*STEP TWO - QUESTIONNAIRE DATA*

*Considers the Physical Space of the Classroom to be Adequate.*

The question refers to the structuring of the environment and space, how the materials are organized, if there is quality, if they are used correctly. Since, they are essential tools of an educational plan for this teaching.

In fact, the classroom is an educational space that facilitates the child's knowledge process, in addition to providing an education it has as main objective to make a learning connection that makes students more able to face difficulties encountered in the class.

According to figure 6, the teachers' responses were informed, where it lists how the physical space is appropriate for students.

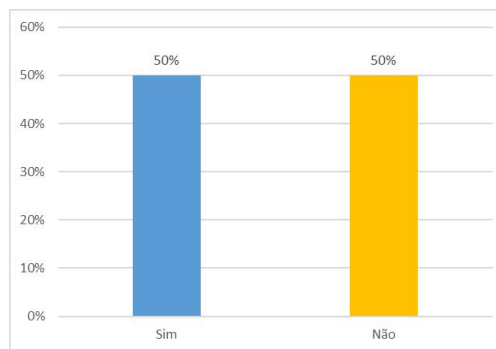


Fig. 6: Considers the Physical Space of the Classroom to be Adequate

As the graph 6 points out, it can be observed that of the twenty-three teachers interviewed, 50% think that the classroom of their school is adequate, emphasizing that the space is wide, and multifunctional, so there may be modifications to adapt the children to develop pedagogical actions. It is emphasized that 50% stated that the space is small, unfavorable to work activities in groups. In view of this, it also states that due to the lack of bathrooms inside the classroom, the personal use of children leaves something to be desired for both teachers and students.

According to the BNCC (Brazil, 2018)

Therefore, it is necessary that the spaces are urgently reframed, in order to ensure that children can play, investigate, run, research, because the more playful, careful, welcoming, purposeful and challenging the educational environment is, the greater the child's development will be.

In view of this, it is of great value that the space is adapted according to the student's precision so that it has an inclusive inteaction between them, through play the teacher makes adaptation in his pedagogical planning in order to satisfy the negative points that each student brings in the face of his school reality, and after all, the educator contributes and assists students in their learning and development making students confident and thus providing actions that stimulate their process.

Thus it is evident that through the field research contastou that the playfulness makes it necessary to work in school, however, in some institutions are not favorable to work within the school environment, because it does not have enough space to be used and so in most educators work the playfulness in other spaces not favorable.

*Frequency You Use Playfulness in the Classroom*

The data collected in the responses show that the frequency of use of the playful in the classroom every day is 92% and 8% reports that uses almost every day. Through the survey of the research shows that the

playfulness is essential in the activities in the classroom day by day, as shown in figure 7.

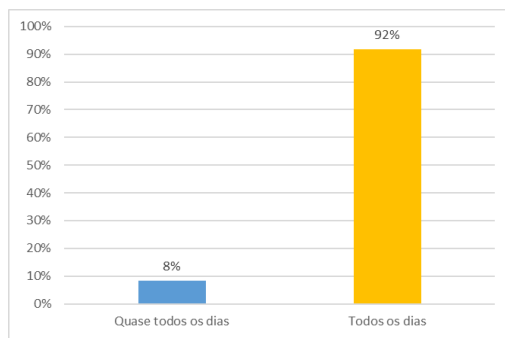


Fig. 7: Frequency You Use Playfulness in the Classroom

For Dionizio and Kiya (2014 p.6)

“Given this reality, in the search for alternatives to make teaching enjoyable for both students and teachers, the use of games and other playful activities, as pedagogical resources, can be the way out to improve the teaching and learning process making the educational work carried out in our schools more dynamic and enjoyable.”

In the speech of the authors, states that every teaching method in the early years will be favorable to work the playful, because the child is evolving and the application of playfulness before the reality of them helps in the cognitive process, motor coordination and among others.

In view of the research carried out in the Municipal fields it was evident that teachers use almost every day the playful even being unsatisfactory the size of the rooms where it hinders 100% the use of the playful.

#### *Performs Games That Do Not Have Material*

It is relevant to emphasize that the playful worked in the classroom assists in the child's learning, facilitating their development.

As for this question, the data collected in the answers show that 83% reports that performs games that do not have materials, and 17% says it uses with appropriate materials. The games that do not have the use of the playful are: Statue, mime, dead/live, follow the master, wheel, music, parlenda, dance and blind snake. Thus, all of them have their purposes, being: balance and attention, agility, sense of direction, concentration, balance in the body, memory development, rhythms, synchronies and motor coordination, creativity and emotions, according to figure 8.

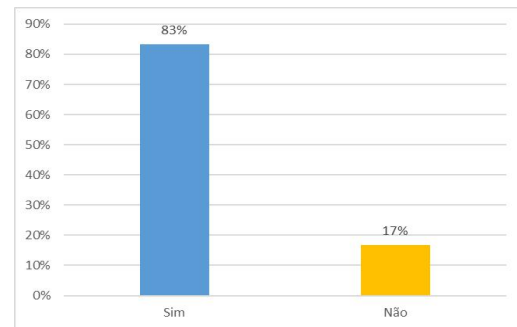


Fig. 8: Performs Games That Do Not Have Material

According to Kiya (2014, p.9)

“In the search for answers on how to make teaching enjoyable for both students and teachers we found that the use of games as well as playful activities, as methodological resources, can be the way out to improve the teaching/learning process and make the educational work carried out in our schools more dynamic and enjoyable.”

In this way, the pedagogue as the main role has the duty to include games games to have fun and learning. Given this, the use of recreational activities contributes to learning in addition to providing a pleasant class the mediator instigates the student to experience moments of pleasure and satisfaction and thereby contribute to a quality learning.

In view of the research carried out, the teachers show that the shortages that exist within the school environment are great, due to the lack of playful toys. Faced with this reality experienced in the classroom, the mediators use means of pedagogical activities so that the student learns the playful in a way that does not need toys, having as example: Statue, mime, dead/live, follow the master, wheel, music, parlenda, dance and blind snake. Another factor that makes it evident is that teachers use other spaces to work on playfulness, such as the sports court, the library, and others.

#### *Time When Children Are Playing in the Classroom*

Every mediator has a key role in the room, because with the intervention of the same makes a big difference to the child's learning.

According to the results obtained from the graph it was evident that 42% is observer, 50% mediator and 8% teacher, according to figure 9.



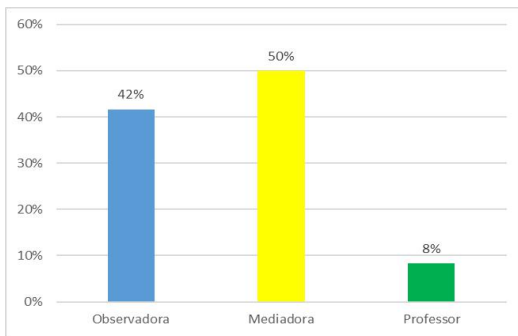


Fig. 9: Time When Children Are Playing in the Classroom

According to Kiya (2014, p.18) "for this activity to have a pedagogical nature and meet learning expectations, it is necessary for the teacher to observe some conditions that will contribute to the success of the event." Given this, for the activities to be developed in the class, it is necessary that the teacher knows his students, considering that he must make a planned pedagogical intervention, because the professional is in fact the transmitter of knowledge. Thus, for everything to go well and meet the expectations of the teaching offered, it is interesting that the teacher has attention and directs his students clearly and succinctly for his work to occur in a pleasant and satisfactory way.

*Purpose That You Have Used or Often Use Activities Involving Play or Games to Teach*

The playfulness is necessary in the adaptation in the teaching of the child, for this reason should use appropriate toys that arouse the interest of the child. Given this, each child has its stage for your learning, so it makes necessary these interventions using the playful method.

Before the survey, the games using the playful were: Bowling 17%, music 26%, bingo 8%, catch 8%, puzzle 8%, memory game 8%, hopscotch 8%, chair dance 17%. Having a result of 101%, as shown in Figure 10.

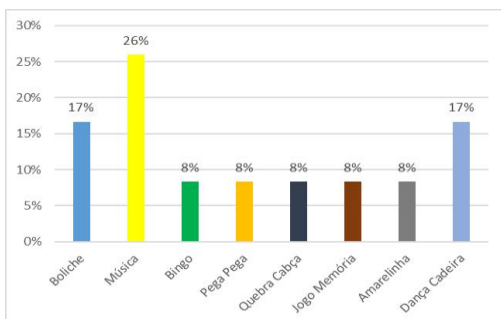


Fig. 10: Purpose That You Have Used or Often Use Activities Involving Play or Games to Teach

For Kiya (2014, p. 16)

“The use of games and games enables teachers to make their classes more dynamic, contributing to the learning to

occur spontaneously. Using the game properly, the teacher may have another strategy that will assist you in planning your classes.”

The games that involves the use of games have a direct relationship with the fun, so the mediator can be using various techniques for your planning of your classes, using methods that are able to convey a knowledge of excellence. It is worth mentioning that the teacher plays a very important role in the school context when he uses playfulness as a means of learning.

*Introduction of Specific Materials for the Assembly of New Environments*

According to the survey of that study, it is noted that the classroom should be conducive to the education of the child, being it cozy, environment to work in groups, socialization, moments of inclusion and thus all barriers be deconstructed.

Given the results, 42% makes use of the playful in the toy library, and 58% in the classroom, according to figure 11.

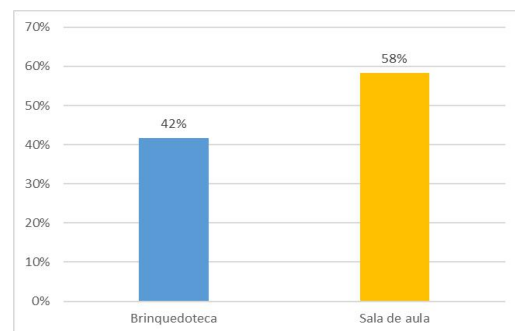


Fig. 11: Introduction of Specific Materials for the Assembly of New Environments

As Duarte and Mota (2021, n.p) points out, "Play can be an important ally for learning, since the child when playing make-believe, for example, represents different gender roles and diverse cultures." In this way, makes it visible that a child has a duty to play, because the playfulness becomes one of the main method to be used in the formation of learning. With this tool is able to work several roles as culture, so it will develop and become a tolerant citizen, knowing how to respect others. Another factor that is worth mentioning is that the school environment should be appropriate for the amusements of students containing a favorable environment and materials to introduce the contents so that there is a qualified learning.

**IV. FINAL CONSIDERATION**

By virtue of the facts mentioned the development process has great importance when it comes to playfulness

in the room, we sought to identify the ways that the mediator works the games in the room. From the field research, it was found that all the mediators surveyed at that time demonstrated that it makes use of the games in the room, even with the scarcity that the school spaces are. In this sense, it can be observed that the teachers of the municipal schools make it evident that the activities developed were of great importance and fundamental for the learning of the students.

Given this and fact that the playful in the early years is favorable in pedagogical practice because it brings respect, creativity, interaction, attention, reasoning, psychomotor and cognitive development, affective and respect between them in general. In view of all the research in the field, and considerable that the playful activities within the classroom are fundamental for children, since it is an essential pedagogical method and considered important for the student and teacher, where the mediator will transmit his knowledge in a positive and pleasurable way. It is relevant to emphasize that the playful methods in the room that the teacher makes available to the students also helps in the moments of inclusion, interaction between them and to contribute to their learning.

Therefore, it is concluded that teachers have a fundamental role in several moments in the child's daily life in playful pedagogical actions, contributing in a significant and pleasurable way. Thus the games is of great relevance to pedagogical educators, in which it is necessary that the spaces occur some changes where they need support to occur the playful activities and that children develop their activities without difficulties. I conclude that playing is a method that the child uses in the classroom, and that she learns while playing.

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