



ORIGINAL RESEARCH PAPER

Pedagogical Science

PEDAGOGICAL PRACTICES IN CHILDHOOD EDUCATION: PLAYING ACTIVITIES CONTRIBUTING TO CHILDREN'S DEVELOPMENT

KEY WORDS: Play, Ludicity, Early Childhood Education.

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ABSTRACT

The objective of this research is to present the benefits of pedagogical practices in the education of children. It is in childhood that discoveries occur in the lives of human beings, the process of social interaction and the period of biological development. The study intends to awaken in the teachers pedagogical practices that explore play as a valuable tool to expand the integral development of children, exploring games, dance, music and games as viable instruments for such action, and that provide a pleasant learning. The action of playing allows the child to improve his affective, intellectual, physical and social development, as he forms concepts, develops orality, reduces aggression and builds his own knowledge. We conclude that it is necessary that teachers have knowledge about the use of games as a pedagogical practice in their daily classroom and that their practices can occur through playfulness.

INTRODUCTION

Education is the period of initiation and experiences of the child in the preschool environment, becoming one of the most important for human development, as it inserts the student in the educational field, opening a world full of possibilities and discoveries caused by the interaction that exists between children and the environment in which they are inserted. Vigotsky (2007), highlights that upon reaching preschool there is an expansion of desires and trends that are often not possible to materialize and it is at this moment that play emerges as a way to get around an unwanted situation.

According to Maluf (2009), playful activities are those that provide a total experience of the moment of play, that is, there is an integration between the act, the thought and the feeling of playing. Thus, it is in the ludic activity that the human being presents all its characteristics, its thinking, its acting, its feeling which makes it full in its actions.

According to Thijs et al (2008), pedagogical practice is the primary foundation that unites teachers and students who receive, transmit and reframe knowledge so that the teaching and learning process can take place. Thus, the skills and the various teachings are essential for a meaningful construction of the child, as it involves learning the world.

Pedagogical practice aims to integrate and innovate, valuing the construction of teachers who are not afraid to put their thoughts and ideas into practice, leaving their comfort zone, articulating different skills and enabling a differentiated and effective education.

METHODOLOGY

For the development of the present study, a qualitative research was used through a bibliographic review. According to Ludek (1986, p.11) "qualitative research supposes direct and prolonged contact by the researcher with the environment and the situation that is being investigated, usually through intensive field work", hence the choice for this type of approach.

Qualitative research aims at the development of concepts, addresses facts, ideas and opinions and seeks to know the reality, interpreting and experiencing facts. Pope and Mays (2005), shows that qualitative research is related to the knowledge that people attribute to the social world and how they understand the world. In this way, it tries to interpret social phenomena from the meaning that people give them, thus, qualitative research is referred to as interpretive research.

In this sense, qualitative research is attributed to a format that

goes beyond numbers. In this perspective, the qualitative model allows that on several occasions, the quantitative data can be analyzed and contemplated under a qualitative view. Both researches arise from an approach to a problem that we want to understand.

In this way, the purpose of discussing, under the analysis of several theorists, the relationship between playfulness and the pedagogical practices of early childhood teachers is established, highlighting the use of play as a factor that influences the educational development of children, as well as the role of the teacher in the teaching and learning process.

RESULTS

The socialization that takes place at school encourages working with the body, perceiving it integrated to the mind, therefore, as something inseparable, emphasizing the need for pedagogical investment in psychomotricity, collaborating in the child's cognitive, body, motor and emotional development. (NEGREIROS et al, 2018, p.3).

The studies by Heiskanen et al (2018) describe that, we researched the relationship between play and good pedagogical practices in early childhood education, reflecting on the gains from the use of play in the educational development of children and also realizing how the process of training teachers at this level of education occurs. teaching.

In the pedagogical practices analyzed, we can see how playfulness is important for the educational development of children, since these activities enable socialization, cognitive development, moto.

Playing, interacting and participating in pedagogical practices can be associated in all disciplines. According to Strapason (2013), one of the main characteristics of using games in the classroom, to learn mathematics, is that the game is an activity to be carried out in a group and must have a meaning for those who play, be it for entertainment or educational purposes. In both cases, it always provides a search for strategies for the best move.

Since childhood, it is through pedagogical practices and games that society, as a child, learned behavioral norms that helped it become an adult; so he learned to live. I dare to affirm that the identity of a people is faithfully linked to the development of the game, which in turn, generates culture. (ORTIZ, 2005, p.9)

CONCLUSIONS

We understand that playful activities, if they are not well planned and executed, will do little to form concepts, values

and attitudes in children, so instead of favoring development, we will be depriving them of situations of interaction with senses and meanings that may favor their development.

According to Dos Anjos, (2019), it is important for governments to take action to privilege teacher training, which in fact encompasses the need to conduct pedagogical work that contemplates the differences and diversities present in childhood; social policies that are integrated with each other, thus recognizing the subject, in this case the child, in its entirety;

We hope to contribute so that other readers are interested in researching practices that innovate the classroom environment and that strengthen the integral development of children through the use of playfulness, abolishing traditional practices and inserting models that allow the formation of an active and autonomous being.

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