

THE PLAYFUL IN THE MOTOR DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS

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SUMMARY

Play, characterized as spontaneous, enjoyable, and healthy, plays a central role in the motor development of children, especially in Elementary School I. Studies such as those by Friedmann, Rosado, and Vygotsky emphasize that playful activities are fundamental for physical, emotional, and intellectual development. Kishimoto (2017) emphasizes that play reveals children's personalities, providing freedom to express feelings and behaviors. Motor development, according to De Paiva (2015), is a sequential process influenced by biology, tasks, and the environment. At the beginning of schooling, children refine motor skills, such as running, jumping, and balancing, which are part of their normal progress. The sociocultural context and access to play also influence this development. Freire (2007) emphasizes the need to develop motor skills considering their cognitive and social consequences. The research, based on literature reviews, indicates that play not only improves motor skills but also promotes the holistic development of the child, although inequalities in access to these activities limit the motor progress of some children.

Keywords: Play; motor development; playful; elementary education; motor skills; sociocultural context; personality; children.

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Introduction

Playing is present in different times and places and is recreated by the child through their capacity for imagination and creation. It is something that is part of their daily life, defined as spontaneous, pleasurable, and healthy. Therefore, we can say that the benefits of play are related to motor development (Friedmann, 2006; Rosado, 2006; Vygotsky, 2011).

Kishimoto (2017) says that toys, play, and games reveal the true personality of human beings, as they are moments of freedom where they have fun and express their thoughts, feelings, values, and behaviors.

Friedmann (1998) emphasizes in his studies that children need to take advantage of all the benefits that playful activities provide, whether they are emotional, intellectual, or cultural, learning and discovering a world full of novelties through these experiences.

According to De Paiva (2015), motor development is a sequential process, age-related, brought about by the interaction between task requirements, the individual's biology, and environmental conditions, being linked to social, intellectual, and emotional changes.

Gallahue (2008, p. 104) says that cognitive thought "are images retained in memory, ready to be recalled and recreated in an instant." As the skill continues to improve, performance seems to become almost automatic, involving almost no conscious thought.

At the beginning of the schooling process, there is a significant increase in motor skills, which allows the child to gain great control over their body in different activities, such as: jumping, running, crawling, kicking a ball, throwing a hoop, balancing on one foot, writing, among others. These points are part of normal motor development (GASPERIN, 2018).

Some children tend to be more active than others, and this is due to various factors, such as encouragement to play, access to technology, and other factors.

The importance of considering not only the type of activities practiced by children in free situations but also the characteristics of the sociocultural context in which they occur (Nicoletti, 2007).

According to Freire (2007), motor skills need to be developed, but the consequences of this from a cognitive, social, and emotional perspective must be clear.

METHODOLOGY

This research was developed through systematic literature reviews, with a qualitative approach to the results. Where to seek has a foundation to show the importance of motor work in a playful manner with children of elementary school age in the first cycle.

RESULTS

From the analysis of systematic literature reviews, it was possible to identify a diversity of results related to the impact of playfulness on the motor development of elementary school students. The main results can be presented from different perspectives:

The Playful in Motor Development:

The studies that were analyzed indicate that playful activities not only improve specific motor skills but can also promote the holistic development of children. In games and play activities, body movement is carried out in a natural and spontaneous manner, promoting bodily development and the enhancement of the child's spatial and motor perception. Where play brings movement that encompasses the entire body, seeking specific bodily learning, where running, jumping, leaping, and rolling stimulate the child's spatial perception, contributing to their motor development.

Variety of Games and Their Differentiated Effects:

Playing influences children's motor development in various ways. It is observed in the evidence that active games promote motor development and decision-making, while activities such as construction games and puzzles stimulate finer motor skills.

Inequality in Access to Recreational Activities and Impact on Motor Development.

Not all children have access to the same games and physical activities. The environment in which the child is immersed influences the type of play and games that are engaged in. Besides the encouragement from parents and educators, which directly affects the level of motor development.

Interconnection of Motor Development with Cognitive and Affective Performance

Another significant finding was the interconnection between motor development and performance in other areas, such as cognitive ability, social behavior, and emotional well-being.

CONCLUSION

Playing, as an activity, proves to be fundamental for the motor development of children, especially during the early years of elementary school. Through playful activities, children not only enhance their motor skills but also experience holistic growth that encompasses physical, emotional, and cognitive aspects. Studies show that active play promotes gross motor development, while games that require precision stimulate fine motor skills.

However, the sociocultural context in which the child is inserted, access to physical activities, and the incentives received, especially in the school environment, directly influence the level of motor development.

Motor development does not occur in isolation. There is a clear interconnection with cognitive, social, and emotional performance, suggesting that play has a much broader impact, shaping the child's ability to relate and learn.

Therefore, it is essential that playfulness be integrated into pedagogical practices in a planned and structured manner, ensuring that all children can benefit from this approach for their overall development.

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