

BOARD GAMES: PLAYFUL RESOURCE FOR LEARNING OF CHILDREN IN VULNERABILITY SITUATION

JOGOS DE TABULEIRO: RECURSO LÚDICO NA APRENDIZAGEM DE CRIANÇAS EM SITUAÇÃO DE VULNERABILIDADE

JUEGOS DE MESA: RECURSOS LÚDICOS PARA EL APRENDIZAJE DE LOS NIÑOS EN SITUACIÓN DE VULNERABILIDAD

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ABSTRACT: This article is an excerpt from a master's dissertation, carried out in the Postgraduate Program in Special Education at the Federal University of São Carlos. The general objective was to observe and analyze the use of the boardgame in the process of appropriating skills related to reading and writing of children in situations of social vulnerability. This research was carried out in a Civil Society Organization, in the interior of the state of São Paulo. Fourteen girls from seven to ten years old who attended this organization participated in this study. It had three stages: 1. Initial survey; 2. Intervention with board games; 3. Completion. The results showed a gain in skills during the process of acquisition of Reading and writing, since the application of the evaluations demonstrated that all girls developed new skills possibly due to the influence of the game.

KEYWORDS: Boardgames. Resource. Vulnerability.

RESUMO: Este artigo é um recorte de uma dissertação de mestrado, realizada no Programa de Pós-graduação em Educação Especial da Universidade Federal de São Carlos. Teve como objetivo geral observar e analisar o uso do jogo de tabuleiro no processo de apropriação de habilidades relacionadas à leitura e escrita de crianças em situação de vulnerabilidade social. A presente pesquisa se realizou em uma Organização da Sociedade Civil do interior do estado de São Paulo. Foram participantes deste estudo quatorze meninas de sete a dez anos de idade que frequentavam a referida organização. A pesquisa de abordagem qualitativa, caracterizada como pesquisa participante, se valeu dos procedimentos de observação, entrevista e avaliação pedagógica. Contou com três etapas: 1. Sondagem inicial; 2. Intervenção com jogos de tabuleiro; 3. Finalização. Os resultados mostraram um ganho de habilidades ao processo de aquisição de leitura e escrita, visto que a aplicação das avaliações demonstrou que todas as meninas ganharam habilidades de escrita novas possivelmente por influência do jogo.

PALAVRAS-CHAVE: Jogos de tabuleiro. Aprendizagem. Vulnerabilidade social.

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RESUMEN: Este artículo es un extracto de una tesis de maestría, realizada en el Programa de Posgrado en Educación Especial de la Universidad Federal de São Carlos. El objetivo general era observar y analizar el uso del juego de mesa en el proceso de apropiación de habilidades relacionadas con la lectura y escritura de niños en situaciones de vulnerabilidad social. Esta investigación se llevó a cabo en una organización de la sociedad civil, en el interior del estado de São Paulo. Catorce niñas de siete a diez años que asistieron a esta organización participaron en este estudio. La investigación cualitativa, caracterizada como investigación participativa, utilizó procedimientos de observación, entrevista y evaluación pedagógica. Tenía tres etapas: 1. Encuesta inicial; 2. Intervención con juegos de mesa; 3. Terminación. Los resultados mostraron un aumento en las habilidades durante el proceso de adquisición de lectura y escritura, ya que la aplicación de las evaluaciones demostró que todas las niñas desarrollaron nuevas habilidades posiblemente debido a la influencia del juego.

PALABRAS CLAVE: Juegos de mesa. Aprendizaje. Vulnerabilidad.

Introduction

Assuming that the environment influences development and learning, the relationship between human development and the environment cannot be denied, with the child and the environment influencing each other (RAPOPORT, 2009). Therefore, children who develop in unfavorable environments, who witness and suffer violent practices in the family and with little encouragement from their parents, tend to have their development impaired and to be influenced by the negative mediations that the environment in which they are inserted submits them (SILVA, 2009).

Regarding learning, it is known that it starts even before the child enters school, and learning and development would be interconnected (RAPOPORT, 2009); it is noteworthy that it is only effective with an effective mediation process, understanding it as the relationship of man with the world and with other men, developing with such process superior psychological functions (VIGOTSKI, 1998).

Considering that learning takes place through mediation with the other, the importance of being in an environment in which learning is favored is highlighted, having as a bridge for such adults capable and willing to stimulate the potential of these children (SILVA, 2009).

In vulnerable communities, very few families are able to have materials, games, books or even the time and attention to devote to children. It is undeniable to consider that the experiences of these children can somehow affect their school life (VIGOTSKI, 1998).

According to Ferreira and Marturano (2002),



Children from families that live in economic difficulties and live in vulnerable communities tend to have more problems with school performance and behavior (FERREIRA; MARTURANO, 2002, p. 39, our translation).

The fact that many children are far from forms of intellectual stimulation, which could arouse their interest and curiosity, can lead to high rates of problems and school failure, especially in poor neighborhoods (BEE, 1997).

In the same sense, Santos and Marturano (1999) point out that school learning difficulties are in most cases related to deficits in social skills, emotional and/or behavioral problems. While these factors are strongly associated with risk factors in the school and social environment, they can negatively affect development. A child's school performance is certainly a result of their development and the conditions experienced during that period (SILVA, 2009). According to Bee (1997, p. 306, our translation),

[...] it is not the stress experienced by the family, but the family's ability to face the stresses of their lives to create a sufficiently supportive environment for the child to develop the necessary intellectual and social skills.

It is noteworthy that we live in a world guided by writing, which is the condition for mastering concepts that allow the subject to understand it and act in it (FONTANA; CRUZ, 1997). The person discovers the word and begins to perceive language as a dynamic process, full of multiple senses and meanings.

Fialho (2012) and Carvalho (2002) indicate that to awaken the student's interest in learning, it is necessary to use an attractive language, bringing it as close as possible to the learner's reality. For the author, recreational activities contribute to the teaching and learning process, in the elaboration of concepts, in creativity, in the sense of cooperation and competition, among other aspects. The importance of the teaching process of reading being stimulating and offering opportunities for real exercises in the search for knowledge is highlighted (BRASIL, 2007).

Therefore, it becomes necessary for the child to try, create, build and reconstruct hypotheses to appropriately and significantly use writing as a symbolic system. For this, writing needs to be taught naturally and discovered in play situations, building a mode of language and not just writing letters (VIGOTSKI, 1998). Rego (2000) and Maluf (2008) argue that playing helps people to develop skills, thus increasing learning, in addition to allowing them to overcome their limits, difficulties and interact more in the social circles in which they are inserted, contributing positively for the self-esteem.

In this sense, it is highlighted that playing, according to Brougère (1998), is a means of cultural insertion, appropriation and creation of children's playful culture and that this culture is composed of a number of schemes that allow the beginning of play, since it is about producing a reality different from that of everyday life: the verbs in the imperfect, the comics and the stereotyped gestures at the beginning of the games make up the vocabulary, whose acquisition is essential.

It is noteworthy that the playful culture comprises, of course, structures that also encompass games with rules. The fact that they are traditional games or recent games does not interfere with the issue, but it is necessary to know that the culture of rules is individualized and particularized. The playful culture is not a monolithic block, but a living and diversified set, according to individuals and groups, depending on play habits, climatic or spatial conditions. Therefore, the playful culture takes over elements of the child's environment culture to acclimate him to the game (BROUGÈRE, 1998).

In this sense, Carvalho (2002), Conceição and Bomtempo (2014) and Tezani (2006) point out that playing can be described as a protective factor in situations of social vulnerability as it provides, in its essence, some of the mechanisms that favor the resilience of children against invasive processes.

Knowing that exposure to risk factors can negatively affect the development of the child/adolescent, motivating, among other things, academic difficulties, it is noteworthy that the experience of situations of low academic performance can generate low self-esteem and influence the child's productive capacity, impairing their learning (MAZER; BELLO; BAZON, 2009).

Understanding such consequences related to the situation of low school performance, Silva (2009) highlights that it is important that research seek intervention proposals to be carried out by educational institutions in order to provide adequate support for children exposed to situations of vulnerability, seeking that such children achieve success in their performance in the early years of schooling.

From this, there is a need to offer children tools that allow the acquisition of skills and the development of more positive beliefs in relation to their own achievement abilities (MEDEIROS *et al.*, 2000; FERNANDES, 2016), since preventive actions involving people in vulnerable situations can minimize risk factors, maximizing protection factors and making them resilient (SAPIENZA; PEDROMONICO, 2005).

In this context, in addition to the issue of resilience, games can be important to promote mediation and learning, not only introducing playful and pleasurable activities, but

also stimulating concentration (FIALHO, 2012), since reading and of writing, developed through games, in addition to constituting a good pedagogical proposal, they provide mediation for children (BRASIL, 2007). The board game is highlighted for being of general knowledge, and it can easily arouse interest in the proposed activities, as they respond to people's historical and social needs (SILVA, 2011).

Therefore, the following question was highlighted: Can the board game be considered a resource in the reading and writing appropriation process? Regarding theses and dissertations, it is highlighted that in the period from 2006 to 2018, only six works with the theme were found in education programs (SILVA, 2009; RODRIGUES, 2013; AZEVEDO, 2016), in psychology (SANTOS, 2012) and in the special education program (SILVA, 2006; MURATA, 2013).

In this sense, this qualitative approach research, characterized as participatory research, used observation, interview and pedagogical assessment procedures. It had three stages: 1. Initial survey; 2. Intervention with board games; 3. Finalization. The methodological path adopted is presented below.

Method

This study starts from the understanding that there are two types of development: i) real development, that is, that revealed by the instances in which the child manifests his/her knowledge already internalized and ii) the potential development, which is configured by the knowledge that the child it is not able to manifest autonomously, but through clues from the context and mediation of the other it is able to perform (VIGOTSKI, 1998).

This research starts from the theoretical approach that mediation has a fundamental role in the development of the mind, as it is from the social relationships between different subjects that learning processes are established and, consequently, the improvement of their existing mental structures since birth.

The history of the development of higher psychological functions would be impossible without a study of their prehistory, their biological roots, and their organic arrangement. The roots of the development of two fundamental cultural forms of behavior arise during childhood: the use of instruments and human speech. This places childhood at the center of prehistory and cultural development. (VIGOTSKI, 1998, p. 61, our translation).

It is noteworthy that knowledge is not in the subject or object, but in the relationship between them. By acting on objects and suffering their action, man expands his ability to know, that is, to experience learning processes (VIGOTSKI, 1998).

Regarding the methodological approach, this research is based on a qualitative approach, of the participant research type. Qualitative studies are generally used to discover and refine research questions; in addition, they seek to understand the phenomenon of study in its usual environment (the one in which people live, behave and act; and in which they think and act). In qualitative studies, questions and hypotheses can be developed before, during or after the collection of data analysis.

Participant research, according to Brandão (2007), is a working method in popular education carried out together with the service of communities, groups and social movements, in general, popular. Participatory research aspires to be involved in broader and more continuous processes of progressive construction of knowledge that is more shared, more comprehensive and more sensitive to the origins of popular knowledge.

Brandão (2007) states that participatory research is characterized by a type of investigation that education and social action convert into methodological moments of a single process aimed at social transformation. In this way, subjects are encouraged to participate in the research as protagonists, that is, as active agents building knowledge and intervening in social reality.

Place

The research was developed in classes destined to the Language workshop in a Civil Society Organization (CSO) in the interior of the state of São Paulo, whose activities are aimed at caring for female children and adolescents, aged 6 to 17 years, in after school, prioritizing low-income families in which women predominate as providers (women 'heads of the family', whether mothers, grandparents, aunts or legal guardians), residing in the peripheral region of the city of Araraquara. The mission of the CSO, here called Civil Organization, is to contribute to the integral development of children and adolescents, through participation and coexistence in spaces and activities – cultural, educational and social – that complement the family, school and community. The research was carried out in a room provided by the institution, at the time they would be at the language workshop.

Participants

The selection of participants took place through an interview with the educator of the Language Workshop and an initial assessment of the literacy repertoire. 14 girls aged 7 to 10 years old who attended the civil organization and had learning difficulties participated in this study, as follows: two 7 years old participants attending the first year of elementary school, nine 8 years old enrolled in the third year of elementary school and three 9-year-olds attending the fourth year of elementary school.

After the initial survey, the fourteen girls were organized into four groups, according to their previous knowledge of reading and writing and also according to the affinities that were observed during the initial interventions and reported by the educator in the interview. This proposal was based on the certainty that social interactions are ways of building knowledge and learning the rules of the game and not only result in individual engagement in problem solving (BRANDÃO, 2007).

A semi-structured interview was also carried out with the educator responsible for the Language Workshop, with the aim of surveying the prior knowledge and potential of the participating girls. The educator interviewed, here called Manoela (fictitious name), had graduated in Letters ten years ago at the São Paulo State University Júlio de Mesquita Filho - UNESP and had been working in the civil organization for one year.

Data collection and analysis procedures

It should be clarified that the research project was presented to the 'Ethics Committee' and, after approval (CAEE: 64352917700005504), the participants and/or their guardians signed the 'Informed Consent Form', which describes the information in this study and firm the ethical commitment.

Instruments

It is noteworthy that the present study was divided into three stages: initial survey, intervention/application of the games and finalization. In the first stage, prior knowledge, potential and interests of the participants were investigated through activities and collective dialogues, as mentioned. For this survey, a semi-structured interview script was used with the educator responsible for the 'Language Workshop' and the IAR (Basic Literacy Repertoire Assessment Instrument) for initial pedagogical assessment, which verified: body scheme;

laterality; position; direction; space; size; the amount; form; visual discrimination; auditory discrimination; verbalization of words; synthesis analysis and motor coordination.

In the second stage of intervention, two board games were applied. In both stages, participant observation was chosen as a form of data collection. In the third and last stage, the summative survey was carried out, with (re)application of a pedagogical assessment instrument.

Data analysis

Data analysis was carried out based mainly on the works of Lüdke and André (1986) and Brandão (2007), and the observation/evaluation and interview instruments provided for in educational studies that focus on action projects were used. In recording the observations, we tried to combine written notes with photos.

The results of the interview and observation instruments, analysis of the pedagogical evaluations and the testimonies of the participants of this work were highlighted in the text and presented with fictitious names. Regarding the observation performed, the behaviors noted, the interview data and the results of the pedagogical assessments were considered.

The content of the observations, following the guidelines of Lüdke and André (1986) and adapted from the work of Zeppone (1999), contains records of observations made about the behavior of the participants, special events and activities and/or a reconstruction of dialogues. From each descriptive part, it was intended to carry out a reflective analysis of the records.

Through meetings in which participants were actively involved and based on prior knowledge of reading and writing, we sought to expand these skills through the board game.

The interviews were transcribed and analyzed, their elements were classified by their similar and dissimilar characteristics, and later organized according to common characteristics. The records made by the participants (tasks during the game) and the information collected through the observations were organized, analyzed and described, in order to identify the relevant points regarding the main characteristics of the participants (GIL, 2008).

Results

This work started from the premise that we live in a world oriented by writing (FONTANA; CRUZ, 1997) in which playful play helps children to develop skills (FIALHO, 2012), their ability to learn (MALUF, 2008), as well as how it helps to overcome its limits (CONCEIÇÃO; BONTEMPO, 2014). In this sense, the research used the board game as a pedagogical tool for teaching reading and writing skills to children in situations of social vulnerability, who had learning difficulties.

Between challenges and resistances

Regarding the interview with the social educator from the language workshop during the survey stage, in her speech she often argued: *"in college I didn't learn to read and write and I realize that I have a lot of difficulty with that"*. The educator presents other lines about the formation: *"the teaching subjects are few, I had more academic preparation for research in language and writing than for teaching of those"*.

According to Soares (1992), there is a gap in teacher formation courses, an example of which is the lack of reading materials that make students immerse themselves in an environment of literacy and practice.

It is noteworthy that difficulties were present in the girls' learning routine within the language workshop, according to the interviewed educator's speech: *"They are really resistant to new activities, showing bad behavior"*. *"They often show resistance to activities that require concentration"*. *"In general, all children react with secrecy in new situations, showing escape behavior and/or bad behavior when faced with more complex and unusual environments and situations"*.

In this sense, Santos (2012) points out that emotional and/or behavioral problems often lead to avoidance of complex activities. When these factors are strongly associated with risk factors in the school and social environment, they can negatively affect development.

In addition to difficulty and vulnerability: subjects of interest

Regarding the research results in relation to children, they showed that, during the survey (observation), participants who had doubts were often resistant to activities involving reading and writing because they considered themselves incapable of performing them; in this sense, Mazer, Bello and Bazon (2009) highlight that the experience of situations of low

academic performance, often generated by situations of vulnerability, can result in low self-esteem and also influence the individual's productive capacity, impairing their learning.

Another issue observed was the low self-efficacy in carrying out the activities, as they considered themselves incapable of doing it, some of the reports were: "*I liked it, but I didn't do well*" (Alice). "*I thought the game was beautiful, but I'm bad*" (Helena). "*I'm bad*". (Jasmine). Such data agrees with the students observed by Silva (2009) who considered themselves the only ones to blame for their school 'failure'.

During the interest-raising sessions for the development of the games, it was observed that the children had similar tastes, possibly because they belonged to a close historical-cultural context, showing affection for children's feature-length characters, often even because they found psychological similarities and physical with these. Tavares (2016) emphasizes that filmic appreciation as an aesthetic provocation of a look that turns to itself can enable the construction of problematic dialogical relationships that highlight values that are tense in the relationship with the other and with oneself.

It is noteworthy that, according to Amaral and Monteiro (2016), the cinematographic language is configured today as one of the main disseminators of cultural behaviors and representations, with children's films being great aiding tools in the process of child identity formation (POLETTI; PIASSI, 2011).

The game as the centrality of the learning process

In the sessions of construction of the board, through the use of the computer and internet (picture choices) the children were involved. During the process, the involvement of children with activities related to the board game and their commitment to carrying out the activities was observed, despite their weaknesses and difficulties, as stated by Fialho (2012).

To play the game, the child first rolls the dice. The number present in the data corresponds to a task present in the form prepared by the researcher. During the two games, the children needed to perform the tasks in a way to respect the rules and interact with the rest of the group, being allowed mutual help so that everyone could get the proposed activities right, often being mediated by the researcher. The child could walk to the next house even if she didn't get the word right on the first try.

It is noteworthy that the tasks present in the forms worked the skills assessed through the application of the IAR, which, according to Leite (2015), has the advantage of planning less in terms of their subjectivity and more in terms of the student's reality.

In the first game, pre-alphabetic skills were worked on, and in the second, alphabetic skills (such as building syllables, words and sentences).

Description of sessions

During the intervention sessions with the game, the importance of mediation in this process was observed, which took place through questions such as: “*What's in the castle?*”; “*What words can we write?*”; “*Could it be tiny?*”. It is noteworthy that knowledge is not in the participant or in the geometric object used, but in the relationship between them. For Fernandez (2016), acting on objects and suffering their action, man expands his ability to know, that is, to experience learning processes.

The exchange of learning between the participants is highlighted here with the following verbalizations: “*Wow! I'm glad Alice is in the group, she's good with the bricks*” (Laura). “*Thank you, you helped me! Sorry I hit you yesterday*” (Jasmine). Such data indicate that in the learning process, human beings need to establish a network of contacts with other human beings to increment and build new concepts (VIGOTSKI, 1998) and that education has a permanent character, that is, there are no educated and not-educated beings, we are all in the process (RAPOPORT, 2009).

The girls' joint work collaborated with the unity and organization of the group, often the participants asked each other for help: “*I'm going to need a little help here*” (Ariel). Thus, we realize the importance of learning with their more capable colleagues, when a child expresses their difficulties to understand, not limited to the teacher, but to all members of the group the task of collaborating so that learning occurs (TEZANI, 2006).

It is noteworthy that during the process of writing activities, some of the words had no real meaning, but represented at that moment a 'playing with letters'. In this sense, Vigotski (1998) states that the child, in his literacy, initially traces words and letters by mere external imitation, with no understanding of their meaning, given that it is in step with the action of the other that he appropriates the knowledge of the world and begins to discover new aspects of the universe.

From this, the need to offer children tools that allow the acquisition of skills and the development of more positive beliefs regarding their own realization abilities is highlighted. (MEDEIROS *et al.*, 2000).

After the end of the games, the researcher used a session with each group destined to the conversation and music circle. In another moment of interaction, she talked about the

sessions and the participants gave their opinions: “*What I liked the most is that I came to play and then I saw that learning is not bad*” (Laura); “*Take this game to school, Dona, then I'll stop missing*” (Gamora); “*It was really cool, especially Moana's, it was more colorful*” (Merida); “*I liked it because I always laughed*” (Alice); “*I didn't even see that I was writing, it was funny*” (Luna); “*I was good at the game*” (Mala); “*I didn't want to run away from the room, because it was nice*” (Ariel).

The way they talked about the game as funny, colorful, oralizing what they learned stands out. Such data indicate the importance of the use of the game as a pedagogical tool and for the learning and development processes, covering already consolidated learning and being a mediation resource for learning that is yet to be consolidated (TEZANI, 2006).

The game as a pedagogical tool

The results of the diagnostic and summative assessments showed a gain in skills in the reading and writing acquisition process: the application of the IAR (Assessment Instrument of the Basic Literacy Repertoire) showed that all the girls gained new skills possibly due to the influence of the game.

Figure 1 – IAR: Initial response script

Nomes	Esq. Corporal	Lateralidade	Posição	Direção	Espaço	Tamanho	Quantidade	Forma	Disc. Visual	Disc. Auditiva	Ver. Palavras	Síntese	Mota. Fina
Ariel													
Merida													
Luna													
Diana													
Elza													
Helena													
Gamora													
Fiona													
Nala													
Alice													
Laura													
Isabel													
Jasmine													
Rapunzel													

Legenda	Acertos
	100%
	+ ou = 50%
	-50%

Source: Devised by the authors

Figure 2 – IAR: final response script

Nomes	Esq. Corporal	Lateralidade	Posição	Direção	Espaço	Tamanho	Quantidade	Forma	Disc. Visual	Disc. Auditiva	Ver. Palavras	Síntese	Mota. Fina
Ariel													
Merida													
Luna													
Diana													
Elza													
Helena													
Gamora													
Fiona													
Nala													
Alice													
Laura													
Isabel													
Jasmine													
Rapunzel													

Legenda	Acertos
	100%
	+ ou = 50%
	-50%

Source: Devised by the authors

From the results obtained, it was found that a potential space for learning was provided, a playful, relaxed space, which presented information that the student was ready to recreate, appropriating relevant content in a creative, unique way, according to their conceptions and needs (TEZANI, 2006).

It is important to analyze the cognitive aspect of using games as a pedagogical tool and its importance for learning and development processes (TEZANI, 2006). It was certainly not only through games that children developed reading and writing skills, however, it is noted that the use of games made learning enjoyable, emphasizing the affective aspect of learning, in addition to the cognitive (REGO, 2000).

Final considerations

The theses and dissertations found on the subject brought in their considerations the waiting for future research, Silva (2006), Silva (2009) and Marata (2013) for the importance of work to identify the so-called 'school failure' and studies that offer means to intervene in the teaching and learning process in schools that serve students exposed to risk factors. Santos (2012) emphasizes that there are gaps to be filled in school spaces, therefore, the need for more studies that focus on the attention to vulnerable children, in their stimulation needs, is identified, aiming to overcome the problems generated by exposure to risk factors,

maximizing their internal coping resources and creating protective factors that provide them with appropriate continence in the face of difficulties.

It is noteworthy that the bibliographical survey by Mazer *et al.* (2009) found that future research needs not only to understand how learning and development processes can be affected by these conditions, but also to seek intervention proposals to be carried out by educational and support institutions in favor of the development of their students.

From this, the importance of the present study is perceived, which sought to use the game as a pedagogical tool for the literacy of children with learning difficulties.

Understanding the importance of mediation and making use of a playful board game as a pedagogical learning tool, this work sought to teach reading and writing skills to children in socially vulnerable situations who had learning difficulties.

Teamwork and the teaching and learning process were observed in a mediated way, as they asked each other and the researcher for help. It is noteworthy that the participants learned without constraint and did not feel incapable with the difficulties. In this sense, Carvalho (2002) emphasizes the importance of an effective mediation within the teaching and learning process of reading and writing, with each apprentice being unique, and it is up to the educator to seek mediation tools for this learning.

The results showed a gain in skills in the process of reading and writing acquisition, the participants gained new skills, there was an advance of the participants in the writing symbology process, as it was noticed that the illiterate children in the summative pedagogical assessment already had the design of letters for writing the dictated words, understanding that these are part of the socio-cultural agreement of writing; Vigotski (1980) reports that, in this process, letters and words become interpretable and functional symbols in their records, consequently the child discovers the word and starts to perceive language as a dynamic process full of multiple senses and meanings.

During the data collection sessions, the children's involvement with activities related to the board game was observed, highlighting the motivational character of the games. The results of the assessments showed an increase in skills in the reading and writing acquisition process, and the application of the IAR showed that all the girls gained new skills, possibly due to the influence of the game.

Therefore, the use of board games as a pedagogical tool in the reading and writing acquisition process of children with learning difficulties in a situation of social vulnerability, enrolled in regular education, seems to favor the gain in skills that favor the appropriation of reading and writing, being a facilitator and motivator in the teaching and learning process.

From the results achieved in this research, the importance of developing new studies that offer different mechanisms for teaching reading and writing skills, with a focus on the potential and knowledge of the learner, is highlighted, so that they actually become active in the process of teaching and learning.

ACKNOWLEDGEMENTS: To the CNPq that funded my research.

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How to reference this article

VASCONCELLOS, T. S. P.; ORLANDO, R. M. Board games: playful resource for children's learning in vulnerability situation. **Revista Ibero-Americana de Estudos em Educação**, Araraquara, v. 16, n. 4, p. 2620-2636, Oct./Dec. 2021. e-ISSN: 1982-5587. DOI: <https://doi.org/10.21723/riaee.v16i4.13660>

Submitted: 15/07/2021

Required revisions: 09/08/2021

Approved: 11/09/2021

Published: 21/10/2021