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Application of ludic pedagogical activities to children: an experience report

EXPERIENCE REPORT

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Aplicação de atividades pedagógicas lúdicas para crianças: um relato de experiência

ABSTRACT

Introduction: Childhood plays a fundamental role in the development of skills and personal characteristics, especially in the social aspect. Thus, the use of ludic activities become essential to stimulate this process. **Objective:** To describe the experience of undergraduates of Medicine when applying ludic pedagogical activities to children in a Non-Governmental Organization in Belo Horizonte, Minas Gerais. **Experience Report:** Descriptive study, of the experience report type, carried out as part of a curricular extension activity, in the form of a project. The intervention took place in the second semester of 2022 in an institution located in a region of high social vulnerability, whose objective is to promote assistance, education, sport, and culture for children aged 6 to 10 years. A visit was carried out to recognize the environment and identify the demands, through a situational diagnosis involving on-site observation and conversations with the institution's volunteer educators and the children. During the semester of the extension project, six fortnightly meetings were

held, the last of which consisted of two workshops: “Scavenger Hunt” and “Musicalization Workshop”.

Final Considerations: There was a great participation of children in the workshops, as well as a good relationship between them in teamwork. Playful activities have been shown to be beneficial for children’s development, especially for improving their social skills. It confirms the fulfillment of one of the five extension’s principles: impact and social transformation. Furthermore, academics gained experience in communicating empathetically with children as they learned through playing.

Descriptors: Child; Social Development; Social Skills.

RESUMO

Introdução: A infância desempenha papel fundamental no desenvolvimento de habilidades e características pessoais, especialmente no aspecto social. Assim, a utilização de atividades lúdicas torna-se essencial para estimular esse processo. **Objetivo:** Descrever a experiência de acadêmicos de Medicina ao aplicar atividades pedagógicas lúdicas a crianças em uma Organização Não Governamental em Belo Horizonte, Minas Gerais. **Relato da Experiência:** Estudo descritivo, do tipo relato de experiência, realizado como parte de uma atividade extensionista curricular, na forma de um projeto. A intervenção ocorreu no segundo semestre de 2022 em uma instituição situada em uma região de alta vulnerabilidade social, cujo objetivo é promover assistência, educação, esporte e cultura para crianças de 6 a 10 anos. Foi realizada uma visita para reconhecimento do ambiente e identificação das demandas, mediante um diagnóstico situacional

envolvendo observação no local e conversas com os educadores voluntários da instituição e as crianças. Durante o semestre do projeto de extensão, foram realizados seis encontros quinzenais, sendo que o último consistiu em duas oficinas: “Caça ao Tesouro” e “Oficina de Musicalização”. **Considerações Finais:** Observou-se uma grande participação das crianças nas oficinas, assim como um bom relacionamento entre elas no trabalho em equipe. As atividades lúdicas demonstraram ser benéficas para o desenvolvimento das crianças, especialmente para o aprimoramento de suas habilidades sociais. Isso confirma o cumprimento de um dos cinco princípios extensionistas: impacto e transformação social. Ademais, os acadêmicos adquiriram experiência em se comunicar de maneira empática com as crianças, à medida que estas aprendiam brincando.

Descritores: Criança; Desenvolvimento Social; Habilidades Sociais.

INTRODUCTION

In childhood, children acquire the necessary skills for the later stages of their development and, when this is satisfactory, there is the formation of a subject with their improved potential.¹ In this perspective, educational practices within the scope of school and early childhood education facilitate or hinder the development of certain categories of behaviors, concepts, rules, guidelines, ideas, concepts, and values that configure complex motivations that imply the development of different patterns of social interaction.²⁻⁴

In this context, it becomes evident that participation in social activities and interactions is fundamental for the manifestation of behaviors such as help, respect and cooperation. These predominant forms of action contribute significantly to the development of a harmonious and healthy environment.⁵ In this way, based on these principles, playful activities are presented to the child as a powerful way to work on the ability to interact, share and know how to listen to others, wait their turn, and learn rights and duties, moral and social values that are fundamental to them.⁶

However, in several situations, playing is considered an activity without educational value, being seen, even nowadays, for some, as simple moments of recreation.⁷ In opposition to this perspective, the ludic provokes stimuli in children, exploring their vital, operational, and psychomotor senses, in order to provide the complete development of their cognitive functions.⁸ From a ludic space, in which the student can learn by playing, they are also able to solve problems and make discoveries, thus developing their personal, social, and cultural facets, contributing to life in society and to the preparation of the citizen.⁹

In addition, the application of playful resources tends to be more accepted because it is pleasurable for the child, who expresses their emotions and experiences spontaneously through play, in addition to having a relaxing effect.¹⁰ Thus, through play, the child, even without intentionality, stimulates aspects that contribute both to the individual and social development of the being.¹¹ As an effect, playing, when well-oriented, is one of the most important activities carried out

in childhood due, for example, to the applicability of this activity to benefit the child's creativity.¹²

In addition to what has already been mentioned about recreational activities, there is also a relationship among the study of music and the improvement of auditory processing, linguistic and metalinguistic skills, also cognitive processes, which are inherent skills in human communication.¹³

The literature points out that the use of musical resources in recreational activities lead to an increase in the diversity of educational approaches, which contributes to the development of creativity, to the elevation of learning from the instrument of dynamic and diversified activities, which stimulate participation and the improvement in the child's learning process, given that the child communicates with the environment in which they are inserted.¹⁴ Such activity also contributes to the increase of emotional intelligence, a fundamental element for human and social development.¹⁵

Music is important for the individual's maturation, that is, for the child to learn social rules.¹⁶ This is because it encourages social competence, socialization, and collectivity during early childhood education, as opposed to individualism.¹⁷ Added to this, the motor benefit of music stands out, since children who actively participate in contexts that offer opportunities for learning and motor practice are often more likely to be proficient in motor skills and aware of their skills and, as a consequence, prone to adopt a healthy lifestyle.¹⁸

It is reinforced that it is during childhood that interactions occur between the world and the environment

in which the child is inserted, so that meaningful learning occurs, mainly through playful pedagogical practices.¹⁹ Therefore, the extension project described in this experience report aimed to stimulate the children involved through activities that had assumptions: teamwork and good coexistence. The importance of promoting altruism in the experience described is highlighted since respect is the basis for harmonious social behavior.²⁰

The participation of academics of Medicine in curricular extension activities provides a significant benefit to their theoretical learning.²¹ This is because, as the medical technique becomes increasingly academically delivered, the alliance with an interpersonal and human experience allows the instrumentalization of medical technology to the essential good for health: the patient. With this, the acquisition of social skills by academics from the extension's practice leads to the formation of more humane, ethical, and holistic professionals in their practice, in order to foster their social responsibility.²²

Thus, the objective of this article is to report the experience of academics of Medicine during the application of ludic pedagogical activities for children of a Non-Governmental Organization (NGO) in Belo Horizonte, Minas Gerais, which aims to promote assistance, education, sport and culture for the aforementioned target audience.

EXPERIENCE REPORT

In the second semester of 2022, academics in the first term of Medicine at a private Higher Education

Institution (HEI) in Minas Gerais, enrolled in the mandatory curricular extension course "*Formative Practice in the Community I*", developed extension activities in an NGO located in the northeast region of Belo Horizonte, Minas Gerais, in an area of high social vulnerability.

The target audience for this project consisted of 58 children aged 6 to 10 years, who were regularly enrolled and attended the NGO in the morning. To facilitate the organization, the children were divided into groups according to their ages: the Friendship group, composed 18 children aged 6 and 7 years; the Kindness group, with 18 children aged 8 years; and the Truth class, made up of 22 children between 9 and 10 years old.

The curricular university extension activity carried out is classified in the project modality, in which the interdisciplinary action of professors and academics contributes to the promotion of education and culture at NGO, enabling social transformation, according to the resolution no. 7 of the National Council of Education, of December 18, 2018.²³ Along with , the analysis of this extension's practice allows the improvement of science applied to Pedagogy and humanized Medicine. This is because, after the effect of the university extension for the target public, in the cultural and social aspects (which is immediate), the action developed by the academics will allow the enrichment of the Pedagogical and Medical literature due to its reproduction potential for the promotion of child development and training health professionals with humanization skills.

The academics held six fortnightly meetings throughout the school semester, lasting 3 hours and 35 minutes for each of them, with two playful dynamics with the children per meeting. The extension's practice is part of the holistic training of the medical professional, recognized by the HEI as essential to the humanization of patient care.²² Therefore, the project aimed at the impact of exchanges between academics and NGOs, as well as monitoring the field of extension. This allows for better living conditions for the population served by the institution by enabling cultural exchanges, enriching the work demanded by it, and human closer, as well as, leading to better health professionals graduating from the HEI, benefiting the inter-institutional relationship and the demands of medical graduation.

Throughout the semester, the schedule of extensions' activities consisted of six meetings, with the following themes: (1) "Field Recognition"; (2) "Identification of Emotions"; (3) "Good Coexistence"; (4) "Nonviolent Communication: Patience and Division"; (5) "Belonging and Self-confidence"; (6) "Treasure Hunt and Musicalization Workshop". Although, it is important to emphasize that the present experience report focuses exclusively on the last meeting, due to the rich pedagogical exchange that took place between the children of the NGO and the academics. In addition, the choice was also due to the need for greater organization in preparation for this sixth meeting, where involved two workshops.

For planning, a literature review was performed. Academics searched for experience reports and experimental and observational studies in Portuguese

and English in the Scientific Electronic Library Online (SciELO) and Google Scholar databases, which were published between 2019 and 2023, in order to base the extension activities carried out at the NGO during the semester, continuing the search in 2023. The Health Sciences Descriptors (DeCS) used were "Child" and "Social Development". The Boolean Operator "AND" was used between them. The choice of studies was non-blinded and non-independent, leading to 25 studies in addition to the use of a National Council of Education resolution. With that, the success of the reproduction of the workshops became safe due to the main use of the following three theoretical references: Toppe et al. (2021); Swaminathan et al. (2020); and Silva et al. (2019).^{5,13,26} The references were destined, respectively: to cooperativeness in teamwork ("Treasure Hunt"); musicalization in child development ("Musicalization Workshop"); to humanization in Medical Education, employed through extensions' actions.

First, the academics carried out a situational diagnosis, through active observation and conversations with the volunteer educators from the NGO and the children, regarding possible demands for activities to be developed. The need for recreational activities was described and observed with the aim of promoting the psychosocial development of children. From this perspective, the academics planned activities aimed at: developing motor skills, fostering teamwork and respect for command, in addition to practicing synchrony and rhythm.

In this sense, the workshops carried out as extensions' activities highlighted were the "Treasure Hunt"

and the “Musicalization Workshop”. These activities provided opportunities for exchanging knowledge and experiences among participants. Each workshop lasted approximately 30 minutes for each class. The choice of the “Treasure Hunt” aimed to promote teamwork and attention to the instructions written on the papers. On the other hand, the criteria for choosing the “Musicalization Workshop” were: the students’ and children’s ability to follow orally transmitted commands; the interpretation of graphic representations; and the ability to listen carefully and respect the proposed rhythm. These topics are essential to be addressed in the NGO since their children sometimes face challenges in relation to harmonious coexistence and mutual respect.

The workshop entitled “Treasure Hunt” was performed using tips on paper that worked on team reasoning, such as “*go to the winners’ location*”, which referred to the library, where it holds the NGO’s trophies, in a way children could pass to value team action and written determinations, as a way of respecting good coexistence without a responsible adult to require it.

To this end, the academics instructed the children to divide into two groups to find the papers with the tips. In this perspective, it was also instructed that only the first child in each group to find the paper should read it, in order to guarantee respect for the colleague and to avoid conflicts, consequently, the injury of a child or damage to the workshop materials. However, non-compliance with the proposed rules was observed, since there was turmoil in the NGO space due to competition between groups, which was mitigated through conversations between children and academics.

FIGURE 1. IMAGE OF THE “TREASURE HUNT”.



SOURCE: AUTHORS’ PERSONAL COLLECTION. 2022.

In addition, other group activities were also carried out in the same workshop, competitions prior to finding the treasure, such as passing the hula hoop between the children without letting go their hands, hopscotch jumping, and crawling in a tunnel under plastic tables, in order to encourage the speed and efficiency of the work of the members of each team, which are necessary to reach the end of the workshop. It was determined by academics that children should act together to get better results from group play. This was respected by the groups, who were quick to reach the end of the game.

FIGURE 2. IMAGE OF THE HULA HOOP PASSING.



SOURCE: AUTHORS' PERSONAL COLLECTION. 2022.

At last, the “Treasure Hunt” led to the finding of the NGO drums, which were taken neatly by the children to the music activity room, as requested by the academics and volunteer educators of the NGO. Yet, the children were informed that there would be no winners in the activity, as there were enough drums for all groups to be used, even if one reached the end of the “Treasure Hunt”. This activity was carried out on three occasions, one for each class: Friendship, Kindness, and Truth, with each class divided into two groups.

Then, the “Musicalization Workshop” began with the formation of a specific workshop for this purpose. The children positioned the drums on the plastic chairs in the room, while two of the academics took responsibility for introducing the “Musicalization Workshop”. They wrote symbols on the board in the room, representing actions to be performed with the sticks, drums, voice, hands, and feet, with the aim of con-

textualizing the musicalization and interpretation of codes and sounds.

Therefore, it was determined by the leading academics in the activity that the rhythm recorded graphically on the board and reproduced by them should be repeated by the children so that they would listen attentively and previously to their own reproduction of sounds. Due to the graphic representation led to sound patterns that should be interpreted and repeated by the children, in order to work on active listening and respect for the command, as the academics played on their drums to demonstrate to the children before each change in the musical pattern. During the workshop, one of the leading academics started to play the flute to the melodic accompaniment of the rhythm of the drums. For this workshop, the importance of children’s musicalization for the development of creativity, sound interpretation, and communication were taken as principles, factors that influence the individual’s relationship with their external environment, in order to foster good social interaction.^{13,14}

The graphic representation was developed at the time of practice, in agreement with the children, for their understanding, since many of them had not had experience with the graphic interpretation of music before. In this context, during the “Musicalization Workshop”, symbols were used to represent different actions to be performed by the participants. For example, the symbol “X” indicated the beat to be performed with the stick on the drum, while the terms “HI” or “HÁ” represented the sounds to be reproduced by the voice.

In addition, drawings of feet and hands were used to indicate the tapping of the feet on the ground or of the palms, respectively. Finally, the drawing of two drumsticks was used to indicate the sound produced by hitting two drumsticks together. These symbols were used in order to facilitate the understanding and execution of musical actions during the activity. However, there was a lack of attention and disrespect for the rule throughout the activity, which was analyzed from a dispersed behavior, with parallel conversations that were not interrupted by the attempts of oral intervention by the academics. The situation was eased in the end, with a conversation led by the advisor professor.

This intervention consisted of addressing the rules of coexistence of the NGO, such as: respect for educators; voice volume; attentive listening to the speech of others; and respect for speaking and listening. With this, the children were able to understand how to adjust their behavior to ensure harmony during the workshops.

FIGURE 3. IMAGE OF THE “MUSICALIZATION WORKSHOP”.



SOURCE: AUTHORS' PERSONAL COLLECTION. 2022.

In addition, at the beginning of the activity, there was a motor difficulty of the children with the handling of the drumsticks and with the adaptation to the time, but, with the course of the practice, this was reduced. Thus, the lack of adequacy to time began to refer, for the most part, to the children's distraction, instead of motor difficulties.

The activity was useful, since, at the same time that the children developed music and group work skills, the academics worked on didactics and effective communication, with emphasis on understanding the individuality of children, an inherent skill in the practice of doctor. In this way, it was possible to observe the applicability of the workshops to each class, in order to assess the children's development.

The evaluation of the extension project took place through the registration of each meeting in a spreadsheet composed of: theme, objective, expected and obtained results, monitoring, and evaluation. Completion of these data occurred in meetings between the academics and the advisor professor after each activity.

In this way, the records enabled continuous follow-up and monitoring throughout the subsequent meetings: which made it possible to verify the applicability of the dynamics of social behavior, as well as, making it possible to obtain feedback, through active listening, from the team of volunteer educators from the NGO to regarding the impact of activities carried out in the extension project.

In this perspective, it was possible to follow the progress of the children, as well as to easily identify weaknesses or impeding factors for the effectiveness of the project, such as deviant behavior of the children or cases that needed to be attended by health professionals (such as psychologists) or by the institution's coordinator, in order to meet the child's individuality and the subject's uniqueness (with biopsychosocial issues) to guarantee the integral development of the NGO's target audience, not only by performing dynamics.

This practice proved to be beneficial in the sense of promoting ethical care since the students were able to plan each meeting to prioritize the role of children in the dynamics and prepare for the specific reactions of each group. This approach contributed to maintaining a harmonious coexistence environment at the NGO, respecting the individuality of each child.

THEORETICAL REFLECTIONS

In the "Treasure Hunt", children respected the division of the teams and helped each other to find the roles that directed them to the next steps, as well as working together to carry out the commands. The hula hoop game, in which the children held hands and passed without letting go, was the part that most instigated cooperation, being important, since the beginning of the extension project, the academics observed selfish behavior in them due to conflicts in group activities, a common manifestation in joint actions, as stated in the study by Toppe et al. (2021), which demonstrates the individualistic interest of children, common in child development, also to be approached through dynamics, such as

workshops held by academics, to increase cooperation between them.⁵

Although, on a second point, the workshop generated disagreement with the study by Toppe et al. (2021), since the theoretical basis used for the planning and execution of the action present results that raise doubts about the importance of cooperativeness for changing children's behavior.⁵ On the other hand, the workshop clarified the relevance of cooperativity for changing behavior during child development through socialization, contrasting with the statement by Toppe et al. (2021).⁵ Thus, in the extension action performed by the academics, the children of the NGO demonstrated a satisfactory change in behavior and attention to others during the "Treasure Hunt".

The "Treasure Hunt" could be improved by increasing more activities that encourage teamwork, since the children of the NGO sometimes failed to act together. Another observed point was the lack of patience of the children when they wanted to finish the workshops quickly and when they showed a lack of attention to the commands, being also necessary to carry out more activities that instill patience and mindfulness. This proved to be an essential point of observation, given that, as stated in the study by Santos et al. (2022), "*more inattentive children tend to have a lower cognitive development*" (p. 20).⁴

Thus, in order to achieve the objectives of the extension project in facilitating child development and promoting good coexistence, the academics should have expanded the dynamics of the "Treasure Hunt", for example, through the use of moments of reasoning

collective to get each paper with instructions to reach the treasure. In this way, each child would have their time to speak while others should listen attentively, fostering cooperation and harmony among children. The study by Vieira et al. (2020) points out the essentiality of the teacher or person responsible for promoting Early Childhood Education, a role played by academics during extension practices, to perform pedagogical interventions that facilitate Social Development through integration.²⁰ This effect was observed in the “Treasure Hunt”.

The children engaged in the “Musicalization Workshop”. In the beginning, there was difficulty in understanding the commands and the graphic representation, as they did not respect the moment of hitting the drumsticks and the rhythm requested by the academics. Among the three classes, divided according to age, the Kindness class was the most respectful of the rules. The Friendship and Truth groups demonstrated greater distraction. However, after the intervention of the advisor professor, the children contributed to the workshop, collaborating in a more respectful and attentive way to the commands and the execution of the proposed activity.

The “Musicalization Workshop” has an important application in ludic pedagogical activities by stimulating the development of reasoning and motor control appropriate to the rhythm. In addition, the workshop works on the patience of respecting the rhythm, following the graphic representation, and the instructions of the academics. Therefore, success was observed in this workshop, as the children produced the proposed sound and worked on attentive listening.

This experience aimed to use music as an educational activity, as pointed out by the study by Belo et al. (2020), from the approach of bibliographic research with a qualitative approach, which states that music helps in the learning process of children.¹⁷ Such research takes into music, in its direct contact with other languages, such as visual art, expression, and movement, becomes a means for children to express their feelings. In addition to contributing to the construction of knowledge related to cognition, since it is part of the process of building knowledge in integral child development.^{13,14,17}

In addition, according to the study, music is related to socialization and is instrumental in conveying emotions, combating individualism and prejudice during early childhood education, and building good coexistence.^{15,17} However, the musical language has been little valued for the formation of the child, even though its promotion in early childhood education institutions is a constitutional guarantee.^{16,17} Moreover, the study by Swaminathan et al. (2020) indicates that musical skills training leads to language development.¹³ This factor was essential for the theoretical basis of the “Musicalization Workshop”.

Furthermore, it is essential to indicate the ludic instrument of music for child development.⁶⁻⁸ The musical game proved to be efficient for the exercise of children’s motor coordination, as well as for respect for others and for the rules, in the experience of academics at the NGO, as attested by the pedagogical literature.^{1,2,18} Music, in its ludic aspect, becomes a facilitating instrument in teaching and learning and, when properly applied to education, favors the cre-

ation of affective bonds, internalizing moments of relaxation, opposing education with scarce stimuli for learning.^{9,13,14,19} According to Shmoeller (2020), the ludic aspect of music is essential as a stimulus in the construction of human knowledge and in the progression of operational skills, ensuring “*the development of the child, from an emotional, psychomotor and cognitive point of view.*” (p. 41).²⁴

In this way, the importance of the workshops was visible, since, with the promotion of teamwork through the dynamics of the “Treasure Hunt”, the children gradually develop in different aspects that are related to the activities applied at the NGO, such as the synergy facing school demands and valuing the time of others in team actions.

Furthermore, the “Musicalization Workshop”, by improving aspects, such as motor control, respect for commands and rules, brings benefits to coexistence among colleagues, also to obedience to the NGO’s norms. Added to this, among the actions of previous meetings: the (2) “Identification of Emotions” workshop stimulated the development of emotional skills for children, resources that contribute to their social and cognitive development; the (3) “Good Coexistence” workshop, in turn, encouraged teamwork, respect for differences and the peaceful resolution of conflicts; the action of (4) “Non-Violent Communication: Patience and Division” contributed, mainly, to the practice of conflict resolution and negotiation skills, providing a better coexistence among children; the dynamics of (5) “Belonging and Self-Confidence”, finally, promoted the children’s feeling of belonging to healthy social groups, such as fami-

ly, school, and community, in addition to working on self-confidence, encouraging those involved to recognize their capabilities and believe in their development potential.

The workshops held during the extension project allowed attention to different points that influence harmonious behavior among children, as well as respect. With this, it is possible to observe the importance of the meeting of (6) “Treasure Hunt and Musicalization Workshop” to conclude the objective of the extensions’ action carried out: to contribute to children’s cognitive development with a focus on harmonious behavior. The basis for the entire course of the extensionist action carried out is related to the studies by: Toppe et al. (2021); Swaminathan et al. (2020); Silva et al. (2019).^{5,13,26}

In this way, it is clear that all workshops are interconnected. This is because the recognition of emotions is essential for good coexistence, just as non-violent communication is essential for the peaceful resolution of conflicts. Furthermore, emotions influence self-confidence, empathy, the ability to develop friendships and partnerships, and a sense of importance and value for the people around them, according to Souza et al. (2021).¹⁵

The feeling of belonging and self-confidence, in turn, contributes to healthy relationships and the emotional well-being of children. Musicalization presents itself, therefore, as a tool for the socio-emotional development of individuals, contributing to the feeling of belonging and self-confidence, as children develop a sense of belonging to a musical group. The study by

Oliveira et al. (2023) defines games as activities that encourage cooperation, competition, and socialization, with rules that deal with various issues experienced in society, fostering their social formation.⁸ For instance, learning could be important, mainly, in high school, college, and work environments, where they will occupy in the future.

The impact of university extension on Medical Education allows the formation of individuals who apply humanized behavior and treatment in their practices. This occurred in the project as the academics learned to communicate efficiently with different groups: children and volunteer educators. This humanization corresponds to a concept that permeates medical practice, involving an integral approach, including the psychosocial and emotional aspects involved in health and disease, so that only the biological dimension is considered.^{25,26}

The relevance of humanization arising from contact with the community is also highlighted, a resource that is undervalued in medical graduation, despite being essential for its humanized practice.^{25,26} The concept of humanization is under construction, as stated by Silva et al. (2019), in addition not having a clear definition, being more faithfully classified as an orientation for care by health professionals, according to Passos et al. (2020).^{25,26}

FINAL CONSIDERATIONS

The exchange of experiences between children and students was essential for developing skills and building bonds. The proposed objectives were achieved,

enabling improvement in relation to teamwork and encouraging communication.

The positive aspect of the humanization of the academics involved is noted, due to the contact with the community, in its socioeconomic and social care limitations, providing experience of situations that help in the resolution of clinical demands, leading to the integral formation of future professionals. In this perspective, humanization should be employed in university extension through the instrument of empathy and the ability to learn from others, which was carried out in the project conducted by the academics, being a useful experience for their holistic medical and human training.

At last, the relevance of the extension project for both the HEI and the children of the NGO is highlighted. This is because, just as the project allowed academics to develop communication and attention skills, children experienced playful situations that helped their social and motor development. In this way, both academics and children were able to teach and learn from each other, resulting in culturally and socially enriching experiences, with immediate positive social impacts, such as teamwork and non-violent communication, future impacts, socialization and humanization. These results reflect one of the fundamental objectives of university extension.

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