


O BRINCAR NA EDUCAÇÃO INFANTIL – UM PROCESSO DE DESENVOLVIMENTO E APRENDIZAGEM

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RESUMO

Este artigo trata como o brincar é importante para a criança e como esse brincar facilita o processo de desenvolvimento e aprendizagem durante a educação infantil. As crianças estão chegando cada vez mais cedo nas escolas por isso é importante entender como o desenvolvimento e aprendizagem dessas crianças ocorre durante o momento de brincar: nas brincadeiras, brinquedos e jogos. Através da pesquisa bibliográfica verificou-se que brincar é essencial na vida da criança. A criança que brinca se desenvolve melhor, amplia sua cultura e tem facilidade para se relacionar. O brincar é um direito da criança. A criança precisa imitar, imaginar, criar, explorar, movimentar-se, conviver, expressar-se para poder aprender e isso acontece durante as brincadeiras. É brincando que ela aprende e se desenvolve de maneira integral. Durante o brincar da criança é necessário à mediação do professor para que ocorram experiências que facilitarão no processo de desenvolvimento e aprendizagem da criança.

Palavras-chave: Brincar. Desenvolvimento. Aprendizagem.

PLAYING IN EARLY CHILDHOOD EDUCATION – A PROCESS OF DEVELOPMENT AND LEARNING

ABSTRACT

This article discusses how important playing is for children and how it facilitates the development and learning process during early childhood education. Children are increasingly arriving at school earlier, so it is important to understand how these children's development and learning occur during playtime: in games, toys, and games. Through bibliographic research, it was found that playing is essential in a child's life. Children who play develop better, expand their culture, and relate more easily. Playing is a child's right. Children need to imitate, imagine, create, explore, move, socialize, and express themselves to learn, which happens during play. It is through play that children learn and develop comprehensively. During a child's play, the teacher's mediation is necessary so that experiences that will facilitate the child's development and learning process occur.

Keywords: Play. Development. Learning.

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EL JUEGO EN LA EDUCACIÓN INFANTIL PRIMERA: UN PROCESO DE DESARROLLO Y APRENDIZAJE

RESUMEN

Este artículo analiza la importancia del juego para los niños y cómo éste facilita el proceso de desarrollo y aprendizaje durante la educación de la primera infancia. Los niños llegan cada vez más temprano a la escuela, por lo que es importante comprender cómo se produce el desarrollo y el aprendizaje de estos niños durante el tiempo de juego: en los juegos, juguetes y juegos. A través de la investigación bibliográfica se encontró que el juego es esencial en la vida del niño. Los niños que juegan se desarrollan mejor, amplían su cultura y les resulta más fácil relacionarse con los demás. Jugar es un derecho del niño. Los niños necesitan imitar, imaginar, crear, explorar, moverse, socializar, expresarse para aprender, y esto sucede durante el juego. Es a través del juego que aprende y se desarrolla integralmente. Durante el juego del niño es necesaria la mediación del maestro para que se produzcan experiencias que faciliten su desarrollo y proceso de aprendizaje.

Palabras clave: Jugar. Desarrollo. Aprendiendo.



1 INTRODUCTION

The purpose of this article is to present how playing facilitates the child's development and learning process in early childhood education and what is the importance of playing for the child.

Children are entering schools earlier and earlier. Most of this entry is due to the need for parents to work and see the school as a safe and welcoming place that they trust to promote adequate development for their children.

From the data that increasingly point to a growing number of children in early childhood education, it is necessary to understand how the development and learning of these children permeates the act of playing through play, toys and games.

Playfulness is important in working with children, especially in this phase of early childhood education, so we sought to be based on the laws and theoretical assumptions of Vygotsky, Kishimoto and other authors to show the child's right to play and the importance of games, toys and games for child learning and development.

Through games, toys and games, children develop social attitudes of respect, interaction, affection and explore their imaginary and creative world, developing knowledge and skills.

The games provide the child with a moment of imagination, imitation of adult life, creation, freedom and autonomy. During play, children invent ways to play freely and spontaneously, but also with rules.

The toy helps the child in the process of adapting to the school environment. Often the toy becomes the child's best friend. Also through the toy they express negative emotions that are accumulated.

The game is how the child learns to respect rules, wait his turn, deal with loss, develop coordination, reasoning and skills, work with emotional and social issues, stimulate the creation of rules and strategies.

The study will be carried out through bibliographic research to achieve the objectives that show how important playing is in the development and learning process of children in early childhood education.

2 PLAYING: PLAY, TOYS AND GAMES

Every child likes to play, whether with a toy or a game, alone or with peers, with adults, with objects, with imagination. No matter the day or time, they always want to play. This is essential for them, it is part of their need. Play, toys and games provide experiences of pleasure and stimuli for children, they have a social, intellectual and emotional function.

Playing is a child's right guaranteed by law. The Federal Constitution (1988, art. 227. Constitutional Amendment No. 65, of July 13, 2010), states: "It is the duty of the family, society and the State to ensure the child, adolescent and young person, with absolute priority, the right [...] to leisure." The Statute of the Child and Adolescent (ECA, 1990) in its articles 4 and 16 says: "It is the duty of the family, the community, society in general and the public power to ensure, with absolute priority, the realization of the rights related [...] to leisure, [...]" and "The right to liberty comprises the following aspects: [...] IV - to play, play sports and have fun; [...]"

Also in Decree No. 99,710 of November 1990, the Presidency of the Republic ratified the Convention on the Rights of the Child held by the United Nations (UN, 1989), which states:

- 1 – States Parties recognize the right of children to rest and leisure, to entertainment and recreational activities appropriate to their age, as well as to free participation in cultural and artistic life.
- 2 – States Parties shall promote adequate opportunities for children, on equal terms, to participate fully in cultural, artistic, recreational and leisure life. (DECREE No. 99,710, 1990, art. 31).

Often, the right to play is not allowed. Some people still don't understand how important this is and how much it means to children and think that playing is a waste of time, especially if this play happens at school. "Playing does not mean wasting time, nor is it a way of filling time, but a way of putting the child in front of the object, even though play does not always involve an object." (BUENO, 2010, p. 21).

According to the National Curriculum Reference for Early Childhood Education (RCNEI, 1998, p.13), when considering the "affective, emotional, social and cognitive specificities of children" it is necessary to offer experiences that contribute to the exercise of citizenship, based, among them, on the principle of: "children's right to play, as a particular form of expression, thought, interaction and communication of children."

In the act of playing, the signs, gestures, objects and spaces are worth and signify something other than what they appear to be. When playing, children recreate and rethink the events that gave rise to them, knowing that they are playing.

The main indicator of play, among children, is the role they assume while playing [...]. (RCNEI, 1998, p. 27).

Through play, children express themselves creatively, through their speeches, gestures and way of acting; they indicate their thinking, their imagination, their feelings, and the way they see the world.



Play favors children's self-esteem, helping them to progressively overcome their acquisitions creatively. Playing thus contributes to the internalization of certain models of adulthood, within the scope of different social groups. These meanings attributed to play transform it into a singular space of child constitution. (RCNEI, 1998, p. 27).

From birth, the baby begins to interact in the social world, it is through this interaction that learning and development are built. The relationship and interaction of social groups are fundamental in this process.

In play, children transform the knowledge they already had previously into general concepts with which they play [...] The source of their knowledge is multiple, but these are still fragmented. It is in the act of playing that the child establishes the different links between the characteristics of the role assumed, their competences and the relationships they have with other roles, becoming aware of this and generalizing to other situations. (RCNEI, 1998, p. 27 and 28).

According to Vygotsky (1988) apud Souza (2014), playing helps children to imagine, fulfill desires, resolve conflicts and frustrations, providing learning and development through observation, imitation and imagination; helping them to deal with social norms and rules, through interaction. The school provides this development through play.

Playing leaves the child motivated to discover and interested in learning. That is why playing plays a significant role in child development, helping the child to build knowledge through free, spontaneous and creative practice.

Through play, children develop the ability to create, relate, explore, dialogue, imagine, manipulate, know and learn. Games are the best experiences for the development of children's creativity and imagination. Young children usually reproduce actions in their games, such as driving, making food, house, etc. These games are the imitation of the adult world.

During the games, there is interaction between the children, which enables the exchange of experiences and knowledge through the mediation between language and action. Learning occurs from this interaction within the Zone of Proximal Development (ZDP – Vygotsky's theory), which is the path between the knowledge that the child already has and can do alone and that which he has the potential to learn, but needs help.

It is the distance between the actual level of development, which is usually determined through independent problem-solving, and the level of potential development, determined through problem-solving under the guidance of an adult or in collaboration with more capable companions. (VYGOTSKY, 1989 Apud QUADROS, 2017, p.97).



Thus, playing facilitates learning, working in the zone of proximal development, helping the child to experience experiences and challenges that will enable the acquisition of new knowledge through imitation, imagination, interaction and the rules of play.

Through play, children relate to each other, creating dialogues, establishing rules of coexistence, imagining and imitating. This relationship contributes to the child's social and oral development. In play, children discover the world, develop, improve their physical and immunological aspect, increase sensitivity and learn to deal with emotions. Games help children develop their emotions and learn to control them in social life. By interacting with each other, children exchange ideas, experiences, knowledge, skills, learn respect for others and share. Play facilitates development, socialization and learning. It is a form of communication between children. "[...] Playing is a social activity, whose nature and specific origin would be fundamental elements for the cultural development of the child, influencing their understanding of reality." (MAIA, 2017, p.64).

In play, children are free, spontaneous, they express their desires and desires, thus developing intelligence and learning by building knowledge and developing what they have learned through the pleasure of playing. According to Silva and Santos (2009, p.6) "play is one of the languages that stand out in childhood and it is through it that the child signifies and re-signifies the world, building his cultural practices."

Imagination is an important point in play. Through imagination, children create their universe, scenarios for their games, imitating and building their knowledge of the world. "In childhood, imagination appears with full vigor." (MAIA, 2017, p. 23).

According with Silva (2012), From the earliest years, the creative processes emerge in the child in their playful activities [...], the first points of support for future creation are in what they hear and see, this allows them to accumulate material that will be used to compose the fantasy scenario.

Playing is also of great importance in the cognitive aspect, through creativity children develop skills that provide them with learning and fun. "The higher the quality of play, the greater the cognitive development." (SILVA AND SANTOS, 2009, p.9). It is through play that they develop their physical, cognitive, oral, intellectual, emotional and social skills. It awakens their curiosity, ability to discover, observe, perceive, analyze, concentrate, and create leading to meaningful development and learning.



According with Bueno (2022 p.22) Playing is one of the most important foods of childhood. Playing is the activity that allows the child to develop, from the first years of life, all the potential he has. Finally, it is believed that it is play that makes the child a child.

3 THE TOY AND THE CHILD

The toy is part of playing. It is an essential element for children, as they create an intimate and emotional relationship with the toy. Through the toy, children explore their creative universe by imagining and imitating situations.

Play is the child's main activity, the one in connection with which the most significant changes in the subject's psychic development take place, and in which the psychological processes are developed which prepare the way for the child's transition towards a new and higher level of development. (LEONTIEV, 1998 apud PEDROSO et al, undated, p.3).

Through toys, children express emotional situations of love, affection, anger, frustrations, etc. Through toys, children deal with the relationships of possession, division, loss, frustration, interest and abandonment. Which will help your relationships in the future.

According to Kishimoto (2011), the toy can have a playful function serving for pleasure or displeasure during play or an educational function to teach some knowledge. These toys can be structured, those industrialized, bought or unstructured, those not industrialized and/or everyday objects that become toys for the child.

In the classroom, both types of toys must be available and that they are within reach and handling of the children. It is also important to make toys by the students themselves, which will contribute to the development of creativity, organization and production of children. In addition to promoting socio-environmental awareness by reusing and reusing materials that would be discarded by them, but which can become a toy for them, contributing to a better quality of the environment and a healthier life.

The selection of toys involves several aspects: being durable, attractive, suitable and appropriate for various uses; ensuring safety and expanding play opportunities; attend to racial diversity, not induce prejudice of gender, social class and ethnicity, not encourage violence, include diversity of materials and types - technological, industrialized, handmade toys and toys produced by children, teachers and parents. (KISHIMOTO, UNDATED, p.2).

No matter what type of toy it is, it will always have the function of facilitating the child's development and learning, whether through play; imagining, creating or reproducing situations or pedagogical processes guided by the teacher to acquire or develop a certain skill.



However, the toy has no function if there is no child to handle it, to play with it. Leaving the toy exposed on the shelf only for ornamentation and decoration of the classroom will not contribute to the child's development. Children must have a diversity of toys available. That these toys are safe and that they are accessible to the child. That they have the opportunity to handle, play and relate to toys, contributing to their imaginary, creative, emotional, affective and social development.

Kishimoto (2016) states that the child has the right to the toy, the right to choose the toy he wants to play with, that he must have the freedom to pick it up, the autonomy to touch any toy he wants. And that all toys and materials must be accessible so that she can experiment; Thus, it learns and develops through movement, decision-making, posture, exploration, handling and organization.

In the toy, the children represent their reality, their thinking, their experiences, their way of acting and receiving action, expressing their feelings and emotions, so the toy can generate feelings of close relationship, becoming their friend and companion. Living in an imaginary world, the child hears, speaks and gives life to the toy, making it part of him, his family, his best friend and companion, the one who takes care of him or is cared for by him. Sharpening her curiosity and knowledge, she uses the toy to understand the world. It can also become the object on which she vents anger and frustrations by demonstrating experiences she has already lived.

Thus, Antunes (2014, p. 19) says that: "The toy, in this way, does not only have the function of giving pleasure to the child, but freeing him from frustrations, channeling his energy, giving reason to his action, exploring his creativity and imagination."

Vygotsky (2007) states that playing is the satisfaction of desires and that toys are the illusory way of satisfying this desire. That is why play is so important for children, as they appropriate the world through imagination. He believes that toys in children's daily school life provide development, as it creates a zone of proximal development, in which play goes beyond what the child usually does in his daily life.

Through toys, children start to assume roles that they want through make-believe, developing their affectivity, movement, representation and diversity, says Kishimoto (2016).

Toys can also incorporate a pre-existing imaginary created by cartoons, television series, a science fiction world with engines and robots, an enchanted world of fairy tales, stories of pirates, Indians and bandits. (KISHIMOTO, UNDATED, p. 109).

Kishimoto (2011) says that the toy or game used as a pedagogical tool will facilitate the teaching and learning process and improve child development. The toy helps the child to



acquire spontaneity in personal and social relationships, working on their affective, emotional and interactional issues. That is why toys are an essential element in the child's development.



4 THE GAME AND ITS CONTRIBUTIONS

The game is fundamental for the development and learning of children. Through the game, the child learns rules, broad motor coordination, logical-mathematical reasoning, develops social and emotional relationships; learning to deal with these issues.

The game is not just a competition, it is the stimulator of learning, helping the child in the process of maturation, promoting and stimulating interpersonal relationships, challenges, experiences, discoveries, developing personality. "To play is to live fully." (ANTUNES, 2014, p. 11).

It is important to value games in education, that is, toys and games as privileged forms of development and appropriation of knowledge by the child and, therefore, indispensable instruments of pedagogical practice and relevant component of curricular proposals. (KISHIMOTO, 2011, p.101).

The game provides emotions of pleasure or displeasure in the child, helping him to deal with issues of winning, losing, sharing, passing the turn, respecting rules and opponents, developing knowledge and learning through discovery, fun, the playful function of the game.

For adults, the game is a recreation, a diversion; For children, the game is an essential element of learning, favoring self-esteem and confidence, stimulating creativity and reasoning, developing sensory and motor skills. Especially if this game is designed by them. According to Bueno (2010, p.25): "The game is an activity that contributes to the development of the child's creativity both in creation and in execution. The games are important, because they involve rules such as occupying space and perceiving the place."

Kishimoto (2014, p.102) states: "[...] play and play make the fabric with the imagination, a universal characteristic of play and play." The game is constructive using action over reality, stimulating motivation, creating rules and actions that define who wins or loses. (JESUS, 2010). In this way, the game is important, because through it children learn aspects necessary for human development.

Through the game, children have the opportunity to live with each other spontaneously, building a respectful coexistence through criteria and rules provided by the game and thus developing a harmonious form of social coexistence. "The game is an action that allows players to develop several skills at the same time, socialize and exchange information and possibilities of rules/norms of a game." (SILVA et al, 2013, p. 10).

Knowing that children learn by playing. Play, toys and games must be present in early childhood education in an integral way. All learning and development of the child at this stage must go through play.



The child has to have spaces at all times and at his disposal where he can run, walk, explore, talk together with friends, play make-believe, play fit, play stack, in all these games he is learning and the more we have adequate mediations of the adult in the context, at the moment, The child will have more support to be able to expand his exploration. (KISHIMOTO, 2016).

Early childhood education is a unique moment in a child's life. What we do in this phase of development will contribute to the formation of a full citizen. On the other hand, it can also leave deep scars on the child's personality that will reflect in the short and long term.

Ideally, all teachers, school staff and families should have an understanding of how healthy play, toys and games are and contribute to the child's development and learning. Vygotsky (2007) states that play and toys help to fulfill the needs of children, helping in the relationships between them and with the world, allowing them to reproduce or represent the real world during play.

The game is serious for children. Cutting the game or setting a time for it to end hinders the imagination and the child's creativity process. The establishment of rules is important and must be built and agreed upon beforehand with the children so that there is no interruption during the act of playing. The intervention must be made in the planning so that the teacher knows which path should lead to playing: the games, the varieties of toys and games. If, for example, the teacher wants children to learn about oral hygiene, he must provide materials and toys that arouse their curiosity and imagination about the subject, so that, through play, they can express situations they already know and develop new knowledge through interaction, exchange of experiences and discovery. Thus, through the act of playing, they learn and appropriate knowledge with each other and with the teacher, creating or imitating situations while playing. The teacher must be part of the games, so it will be easier to mediate learning with experiences through play.

For Kishimoto (2016), the teacher must understand the game and its importance for the child, so he can develop a mediating pedagogical practice.

The game can become a didactic strategy when situations are planned and guided by the adult aiming at a learning purpose, that is, to provide the child with some type of knowledge, some relationship or attitude. For this to occur, it is necessary to have an educational intentionality, which implies planning and foresight of stages by the teacher, to achieve predetermined objectives and extract from the game activities that result from it. (RCNEI, 1998, p.211).



The National Common Curriculum Base (BNCC, 2017, p.36), ensures children the "right to learning and development in early childhood education: to live together, play, participate, explore, express and know each other."

Play daily in different ways, in different spaces and times, with different partners (children and adults), expanding and diversifying their access to cultural productions, their knowledge, their imagination, their creativity, their emotional, bodily, sensory, expressive, cognitive, social and relational experiences. (BNCC, 2017, p.36).

That is why playing should be part of the school routine. Children, especially those in early childhood education, need games, toys and games to learn and develop healthily. The more they play, the more they will develop the playful culture that is "the specific knowledge of the child who plays", making them a child who interacts, leads, creates, innovates and is flexible. (KISHIMOTO, 2016).

5 FINAL CONSIDERATIONS

During the research, it was found how important playing is in the development and learning process of children in early childhood education. Through the theoretical framework analyzed, it was observed that playing: games, toys and games should be part of the children's daily lives.

Through games, toys and games, children learn and develop through the exchange of experiences in a unique and satisfying moment for them. The child who plays relates better and develops his culture, skills and autonomy. Through pleasure and playfulness, children develop knowledge that they already have and discover new knowledge, through relationships, lived and shared experiences, imagination, imitation.

Playing is a right and more than that it is the essence of children. That is why playing must be valued, planned and be part of the daily life of children in early childhood education.

I consider that the research was satisfactory, answering the questions clearly and objectively.

I conclude by observing that this theme must be debated in educational planning meetings and meetings with parents and/or guardians as a topic of high importance and priority. So that playing in early childhood education would not be neglected due to lack of information, guidance, knowledge and negligence. This would improve, facilitate and benefit the development and learning of children in early childhood education.



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ANEXOS:

The screenshot displays the CopySpider Scholar web application. The browser address bar shows the URL: scholar.copyspider.net/view/showStudyInCS3.php?&cfa=223e2970c9a272d15d4b7e1598d7d785a5112251&changeLang=pt_br. The page title is "CopySpider Scholar" and the language is set to "Português". The document being analyzed is "VERSÃO 3 - IVONNECLEY PONTES DE SOUSA.docx" (28/08/2018).

On the left, a sidebar titled "Documentos candidatos" lists various sources with their similarity percentages. The main area shows a table of search results for the document.

Arquivo encontrado	Total de termos	Termos comuns	Similaridade (%)
monografias.brasiles...	5493	240	2,57
educacaoengloba.blog...	1844	125	2,16
passeldireto.com/arq...	1282	103	1,96
portal.mec.gov.br/do...	8900	225	1,76
cantinhomagico.com.b...	631	76	1,64
a12.com/redacaoa12b...	1389	61	1,13
basenacionalcomum.me...	1667	61	1,07
eventosufpe.com.br/...	1053	38	0,74
amoraonline.com.br/b...	459	28	0,62
planalto.gov.br/cciv...	55152	112	0,18

file:///C:/Users/xxxxxx/Downloads/Relat%C3%B3rio%20do%20CopySpider.html