

Geisa Martins Nogueira Costa



Universidade Federal do Recôncavo da Bahia
geisamn@hotmail.com

Maricleide Pereira de Lima Mendes



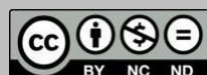
Universidade Federal do Recôncavo da Bahia
maricleide.mendes@ufrb.edu.br

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THE EDUCATION OF ETHNIC-RACIAL RELATIONS THROUGH LUDICITY: A LITERATURE REVIEW

ABSTRACT

This study aimed to identify Brazilian publications on the Educational Practice of teachers for the Education of Ethnic-Racial Relations, with ludicity as an articulating element. We conducted a bibliographic study in the databases of the Brazilian Digital Library of Theses and Dissertations and in the Bank of Theses and Dissertations of Capes, from 2005 to 2020. The result pointed out an inexpressive number of works that are dedicated to understanding, to some extent, the praxis for the Education of Ethnic-Racial Relations through Ludicity. We conclude that this type of study constitutes a fruitful *locus* of knowledge.

Keywords: Ethnic-Racial Relations. Ludicity. Praxis.

A EDUCAÇÃO DAS RELAÇÕES ÉTNICO- RACIAIS POR MEIO DA LUDICIDADE: UMA REVISÃO DE LITERATURA

RESUMO

Este estudo teve como objetivo identificar publicações brasileiras sobre a Prática Educativa de professores para a Educação das Relações Étnico-Raciais, tendo a ludicidade como elemento articulador. Realizamos um estudo bibliográfico nos bancos de dados da Biblioteca Digital Brasileira de Teses e Dissertações e no Banco de Teses e Dissertações da Capes, no período de 2005 a 2020. O resultado apontou um número inexpressivo de trabalhos que se dedicam a compreender em alguma medida a práxis para a Educação das Relações Étnico-Raciais por meio da Ludicidade. Concluímos que este tipo de estudo se constitui como *locus* profícuo de conhecimento.

Palavras-chave: Relações Étnico-Raciais. Ludicidade. Práxis.

LA EDUCACIÓN DE LAS RELACIONES ÉTNICO- RACIALES A TRAVÉS DE LA LUDICIDAD: UNA REVISIÓN DE LA LITERATURA

Este estudio tuvo como objetivo identificar las publicaciones brasileñas sobre la Práctica Educativa de los profesores para la Educación de las Relaciones Étnico-Raciales, con la ludicidad como elemento articulador. Realizamos un estudio bibliográfico en las bases de datos de la Biblioteca Digital Brasileña de Tesis y Disertaciones y en la Base de Datos de Tesis y Disertaciones de Capes, desde 2005 hasta 2020. El resultado indicó un número inexpressivo de trabajos que se dedican a comprender en cierta medida la praxis para la Educación de las Relaciones Étnico-Raciales a través de la Ludicidad. Concluimos que este tipo de estudio se constituye como un fructífero *locus* de conocimiento.

Palabras clave: Relaciones étnico-raciales. Ludicidad. Praxis.

1 INTRODUCTION

This article is a fragment of a chapter of the dissertation entitled “*Enlace da educação para as relações étnico-raciais com a ludicidade na prática educativa: um entrelaçamento possível?*” (Link of Education for Ethnic-Racial Relations with Ludicity in educational practice: a possible entanglement?), which is being developed linked to the Graduate Program in Education, Scientific, Inclusion and Diversity of the Federal University of Recôncavo da Bahia, in Brazil (*Universidade Federal do Recôncavo da Bahia*), and aims to identify Brazilian publications on the Educational Practice of Teachers for ethnic-racial relations having the ludicity as an articulating element.

The contexts that moved the present study go through discovering other perceptions not yet noticed, which leave gaps to be filled in the effective consolidation of the theme of this study. Thus, for the development of this research we initially carried out a survey of the works published in the area of the theme/object of this investigation in two national databases. We made the cartography of the works already built by other researchers in order to become aware of the productions already made on diversity in Ethnic-Racial Relations and Ludicity.

Carrying out a state of the art allowed to give contours, to broaden knowledge about the themes of study, expanded the theoretical framework, taking care to avoid repetitions of themes already researched. In this sense, the problematization that directed this work starts from the intention of mapping the Educational Practice of Teachers for Education for Ethnic-Racial Relations (ERER) with Ludicity as an articulating element, exploring research presented in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD) and in the Bank of Theses and Dissertations of Capes (BTD of CAPES) in the period from 2005 to 2020 that deal with the praxis for the Education of Ethnic-Racial Relations in Ludicity.

The interest of the study on this topic is justified, because we perceive the need for a more in-depth analysis of this discussion. And because we believe, as well as Reis, Oliveira and Silva (2018), that to speak of ERER is to speak of an education that is directed to all people, without racial distinction, that strengthens the belonging of the black identity and the recognition of the other.

Gomes (2011) points out that the activists of the Black Movement recognize that education is not the solution to all ills, but that it occupies an important place in the processes of knowledge production. The theme of Education of Ethnic-Racial Relations

and teaching of Afro-Brazilian, African history and culture is based on Law No. 10,639/2003, CNE/CP Opinion No. 3/2004 and CNE/CP Resolution No. 1/2004. This document composes a set of legal provisions considered as inducers of an educational policy aimed at the affirmation of cultural diversity and the achievement of an Education of Ethnic-Racial Relations in schools.

For Albino and Zomer (2014) this Law corrected the absence of work with the history of the culture of Africa and Afro-Brazilians in the Law of Guidelines and Bases of Education (1996). Also according to these authors, it's necessary to seek the valorization and respect of ethnic-racial characteristics in the school space and in the curriculum, it's necessary to advance in the sensitization of students and educators, to have the possibility of a broad reading of Brazilian diversity.

After the above considerations that constitute the introduction of this article, we present, in the sequence, the theoretical framework of the research, right after the methodology, where we present the approach and the modality of research and the procedures used for the organization of the data under study. Then we punctuate the description and analysis of the data based on the theoretical framework and finally, the final considerations for the closing of the text.

2. BIBLIOGRAPHIC REVIEW

In order to provide consistency to the study we highlight in this path, authors who contemplate the theme of EREER with the ludicity in educational practice in order to produce the research with solidity. Aware of the imbrication of the authors conjectures, we highlight those we use: Cavalleiro (2021), Freire (1996), Zabala (1998), Lukesi (2002, 2005), among others.

We emphasize the urgency of the implementation and promotion of Antiracist Education, which the author Cavalleiro (2021) conceptualizes as that education that understands that we live in a racist society, and that relations are guided by the social lugres that people occupy. The goal of anti-racist education is by definition opposition. Opposition to everything that will segregate, degrade diversity and exclude from vocabularies the words: Power/structure/justice/equality of human rights.

But the teaching practices need to talk with the dynamics of diversity and thus, take possession and make use of anti-racist practices, to be able to abolish any and all forms of

discrimination in the educational sphere and before that, promote actions that integrate all students.

In Freire's perspective, the act of teaching requires prior learning about the subject in question. By pointing out that there is no teaching without discency, Freire (1996), aligns knowledge that are true links between the master and the learner as: Teaching requires methodical rigor; teaching requires research; teaching requires respect for the sabers of learners; teaching requires criticality; teaching requires aesthetics and ethics; teaching requires the embodiment of words; teaching requires critical reflection on practice; teaching requires recognition and the assumption of cultural identity; teaching requires awareness of the unfinished and requires common sense, as well as joy and hope.

The act of educating requires prior preparation and that this is reflective/ethical/critical and also emancipating. Given this, the consolidations of knowledge that we trace in this study are strengths that intensify the necessary appropriation in the educational scope of the desired study. According to Zabala (2002), the concept of "educating for life" is part of the social function of the school because, performing an analysis of the moment lived stems from an action of global character and that, learning is more profitable when the student has interest, providing an education that provides a critical and contextualized perspective.

The research is based on the theorists who traced in their studies and knowledge that support the themes and, in this sense, we appropriate this knowledge adding to the experiences of the researchers responsible for the study. Intertwining with the theme of Ludicity all the points already highlighted, we articulate through Luckesi (2002, 2005 a, b), the concept of ludicity as a state of the subject who experiences an experience fully, which according to Luckesi (2005) is synonymous with the fullness of experience of invisibility between thinking/feeling and doing.

That said, the study slips in human potentiality, in the empowerment of education as a liberating act and is aware of the completeness generated by knowledge when it finds shelter within individuals, producing a state of wholeness in the appropriation of knowledge because, we understand that subjectivism is a factor that gives meaning and meaning to knowledge and that this works fluidly when it finds shelter in meaningful learning.

3. METHODOLOGY

This study is characterized as a qualitative and bibliographic research, through a literature review. The bibliographic research for Fonseca (2002) is carried out:

[...] from the survey of theoretical references already analyzed, and published by written and electronic means, such as books, scientific articles, website pages. Any scientific work begins with a bibliographic research, which allows the researcher to know what has already been studied on the subject. There are, however, scientific researches that are based solely on bibliographic research, looking for published theoretical references in order to collect information or previous knowledge about the problem about which the answer is sought (FONSECA, 2002, p. 32).

In this sense, the bibliographic research is based on the study of the theory already published, which allows the appropriation of the researcher in the domain of reading and systematization of the material being analyzed. The study was conducted in the databases of the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Bank of Theses and Dissertations of Capes, with the limit period of publication of fifteen years, that is, the scientific productions socialized between the year 2005 to the year 2020.

Initially, the search in the descriptors went through the use of the term “ethnic-racial diversity” in order to be as transparent as possible in the searches for works produced and disseminated. Subsequently, the term used to fine-tune the research included the descriptor “ethnic-racial diversity and ludicity” and the terms “ethnic-racial diversity, ludicity in educational practice”.

The criteria adopted for the inclusion and exclusion of the basis of this literature review were, respectively, the approximation and distance from the object of study. And having the support of other researches the foundation of solidity the intention to research beyond what has already been built on the highlighted themes. Starting thus, not only from the opportunity to research the theme of Ethnic-Racial Diversity through ludic resources in educational practice, but also from the scientific need and importance of this study to add to other research later.

4. RESULTS AND DISCUSSIONS

4.1. Survey of Academic Productions

For the development of this research we initially carried out a survey of the works published in the area of the theme/object of this investigation. We emphasize that the

cartography of the works already constructed by other researchers was carried out in order to become aware of the productions already made on Education for Ethnic-Racial Relations and Ludicity.

We consider that cartography was of paramount relevance, because it sought to delimit the object, broaden knowledge about the themes of study, expand the theoretical framework and thus avoid repetitions of themes already researched. In addition, the survey of academic productions allowed the verification of current projects and, as they lead the theme in the development of the research, in this way, it was possible to find the gap where the project is inserted.

4.1.2 Selected productions in the Brazilian Digital Library of Theses and Dissertations (BDTD)

The Brazilian Digital Library of Theses and Dissertations (BDTD) integrates the information systems of theses and dissertations existing in teaching and research institutions in Brazil and stimulates the registration and publication of theses and dissertations in electronic media, which provides greater visibility to the national scientific production.

In BDTD we find many published productions on the subject, totaling 134 works defended between the period of 2005 to 2020, being 101 dissertations and 33 theses. The intention was to get as close as possible to works defended that were related to ethnic-racial diversity, having as a means of resource/instrument/mediation ludicity. In the graph below, figure 01, we try to illustrate the results found with the descriptors “ethnic-racial” diversity and “ludicity”.

After a selective reading of the titles and abstracts, we found that only four works among those published, three dissertations and one thesis, directly address the theme. Only 3% of the studies were related to the theme, although this is extremely relevant for a liberating educational practice.

This result shows that there are still few academic productions that are dedicated to understanding to some extent the Educational Practice of teachers for the Education of Ethnic-Racial Relations from the perspective of ludicity.

In a study carried out, Gomes (2012) reveals that there is no uniformity in the process of implementation of Law No. 10,639/2003 in the public education systems in the

country because the theme is still part of a context marked by tensions, advances and limits. Our findings corroborate the study conducted by Nilma Gomes.

A relevant question to be pointed out about the selected works is focused on the form of qualitative approach that the authors use to embody the research.

The selected works are shown in Chart 01 below.

Chart 01. Works identified in the Brazilian Digital Library of Theses and Dissertations (BDTD)

Year	Title	Authors	Institution	Modality
2018	Extension and Ethnic-Racial Diversity at IFSP: Paths to an Anti-Racist Education.	Caroline Felipe Jango da Silva	State University of Campinas (<i>Universidade Estadual de Campinas</i>).	Thesis
2018	Education and Ethnic-Racial Diversity.	Raimundo Nonato Nascimento Junior	Pontifical Catholic University of Goiás - PUC Goiás (<i>Pontifícia Universidade Católica de Goiás - PUC Goiás</i>).	Dissertation
2017	The Ludic as a process of teaching and learning: conceptions and pedagogical practices of teachers in the early years of elementary school.	Janaina Monteiro da Silva	Federal University of Mato Grosso (<i>Universidade Federal de Mato Grosso</i>).	Dissertation
2014	Education for Ethnic-Racial Relations in schools of the municipal education network of Goiânia.	Flávia Dayana Almeida Noronha	Federal University of Goiás (<i>Universidade Federal de Goiás</i>).	Dissertation

Source: The authors, 2021.

The objective at this point is to highlight the approaches of the published academic works, detailing key points of the selected publications and punctuating considerations about them, following the order in which they appear in the chart above. Silva (2018) in his thesis entitled “Extension and Ethnic-Racial Diversity in the IFSP: Paths to an Antiracist Education” brings as objective the implementation of the policy of promotion of ethnic-

racial diversity in the Federal Institute of Education, Science and Technology of São Paulo (IFSP), from the extensionist dimension. It's a Production of the Southeast Region. The research shows that the integration of black children in school occurs through racial conflicts that constantly demean and humiliate them, that is, they are the targets of nicknames and curses uttered by their peers.

The study conducted by the author implied the unveiling of institutionalized racism in schools. The research showed that the school agrees with standards that disqualify the black child, because according to the social representations of these children, only white children are associated with beauty and intelligence, since it was evident in the discourse of the black children who participated in the study, that they wanted to be their white friends.

Still on the thesis of Silva (2018) the deliberate silencing of the racial issue in the school appeared in the postures of the managers when they made it clear that they preferred that the research did not occur, many openly said that they were worried about what the author would say to the children during the research, worried about the reaction of the parents, who according to them, they were racists. The work was based on the accumulated knowledge in relation to the cycle of formation of public policies, anchored in social psychology, as well as supported by a range of research developed by blacks and blacks that resized the studies on race and racism in Brazil.

Nascimento (2018) in his dissertation produced at the Pontifical Catholic University of Goiás - PUC Goiás, in the Midwest Region; addressed in its production the theme "Education and ethnic-racial diversity". The author's research aims to identify the revealed portraits of ethnic-racial diversity expressed in everyday school life. The theme of this work is justified due to the school environment being taken by behaviors and attitudes provoked by racism and prejudice.

The author also speaks carefully on the theme of ethnic-racial diversity because he invites society to the debate of this Brazilian reality, understanding that there is much to be done, reviewed and discussed. The methodological contribution of this study is based on bibliographic research, of a qualitative nature. It makes use of theoretical and empirical analyses made by authors who have ratified the importance of investigations on this theme, contributing to the fight against prejudice, discrimination, violence, racism, whose historical origins date back to the colonizing past.

Points out Nascimento (2018) that currently, this theme has been incorporated and highlighted more in the consciousness of all who have greater responsibility with education and, as well, is part of the fundamental center of its structuring/destructuring. Thus, it's

important to understand that it's essential to strengthen the most meaningful learning process for all. This dissertation, entitled "Education and Ethnic-Racial Diversity", is a critical-comprehensive study about how the manifestations in the daily school life, the ethnic-racial relations, are analyzed. It's asked, therefore, to apprehend the dimensions and manifestations of these relations in the school space.

Silva (2017) brings in his production the following question: "What are the conceptions and pedagogical practices that teachers of the early years have about the ludic in the teaching and learning process?" The main objective of the research is to investigate conceptions and pedagogical practices of teachers about the ludic in the teaching and learning process of children in the early years of elementary school. It's a production of the Midwest Region, entitled "The ludic as a process of teaching and learning: conceptions and pedagogical practices of teachers in the early years of elementary school".

In this research the author made use of the Communicative Investigation Methodology. The information collected was analyzed from the dimensions of the transforming and excluding elements, typical of the Communicative Investigation Methodology. This work reveals that teachers recognize the importance of the ludic in the learning process of children, however, on the pedagogical practice in the ludic perspective evidenced the lack of continuing education to teachers of the initial years of elementary school of the school researched, a fact that was dialogued and critically explained by all teachers participating in the research.

The author points out that effective learning, in the ludic perspective, is only possible when worked in a planned, organized and committed way with the teaching contents and when the objectives are worked with educational purposes. The author also ratifies that, the pedagogical work in the ludic perspective reflects positively on the learning of the contents, brings in her research important subsidies for the reflection on the conceptions of the pedagogical practice.

Noronha (2014) discusses in her academic production the ethnic-racial relations in the school *locus* of the research, including with a structured and organized proposal, where she analyzes and reflects on the mandatory inclusion of the theme "Afro-Brazilian History and Culture" in the school curriculum (Law No. 10,639/2003). This is a research work carried out in the Midwest Region articulated in three moments: bibliographic research, documentary research and field research.

The dissertation entitled "Education for Ethnic-Racial Relations in schools of the municipal education network of Goiânia" goes through the process of investigation and

exposure in which it was guided by a qualitative and critical-analytical methodological perspective. Their specific goals draw attention due to their cadence.

Thus, we list the specific objectives: African and Afro-Brazilian history and culture make up education for ethnic-racial relations in basic education; it's possible to draw a link between what is done in school work and what is put in the legislation. The schools of the county of Goiânia are mobilized to thematize the history and culture of Africa and Afro-Brazilian in the curriculum from what is determined by Law No. 10,639/2003. The methodological procedure adopted in the research was the bibliographic research, in the modality state of knowledge.

The author Noronha (2014) seeks to explain the problem from theoretical references published in documents, and focuses on the survey of the literature published on a certain topic, making the researcher when having access to this production can make considerations about the theme that helps him in his analyses, notes, theoretical options and investigative summaries. The background of this reflection is the continuing education of these professionals that needs to be investigated and problematized in order to leverage other reflections.

We realized after analyzing the selected works that the authors dialogue and agree with Albino and Zomer (2014) when they say that discussing ethnic-racial relations should be an obligation of all and that the school is configured as a privileged space for this reflection to be promoted, and that the curriculum emphasizes the historical ethnicities and values each one of them according to the contributions they have made to society. We point out here that Laws No. 10,639/03 and Law No. 11,645/08 were created with this intention to promote these reflections and debates.

4.1.3 Productions selected in the Bank of Theses and Dissertations of CAPES

To broaden the view on the productions about the pedagogical practices for the Education Relations of the Ethnic-Racial Relations through the Ludicity at the national level, a search was carried out in the Bank of Theses and Dissertations (BTD) of the Coordination for the Improvement of Higher Education Personnel (CAPES), which makes available works defended in the Brazilian graduate program year by year. The BTD of CAPES is a platform that aims to facilitate the access of the entire community to the productions made in Masters and Doctorates in the country, through some descriptors such as keywords, area of knowledge, area of evaluation, year of publication, among others.

For this study, we used the descriptors “ethnic-racial diversity”, “ludicity”, and “ethnic-racial diversity and ludicity”. For the term “ethnic-racial diversity” we found 74 academic papers; with the search using the descriptor “ludicity” we found 12 productions and with the descriptor “ethnic-racial diversity and ludicity” we found 134 published works, as shown in Chart 02 below. The academic works located are also inferred in the temporal filter in the period from 2005 to 2020, being 01 thesis and 133 dissertations.

Chart 02. Number of searches by descriptors Capes Theses and Dissertations Database.

Descriptor	No. of Works
Ethnic-Racial Diversity	74
Ludicity	12
Ethnic-Racial Diversity and Ludicity	33
Total published works located	134

Source: The Authors, 2021.

In the field of sampling in percentage, 62% of the studies located go through the theme of Ethnic-Racial Diversity; 10% of the published dissertations concern the theme of Ludicity; 28% of the selected academic works research on Ethnic-Racial Diversity and Ludicity and with regard to research, in the congruence of the theme Ethnic-Racial Diversity through ludicity in pedagogical practice we did not locate any published academic work that imbricated with this object. Thus, four (4) papers were selected, three (3) dissertations and one (1) thesis, because they were close to the object of study. These works are described in Chart 03 below.

Chart 03. Works identified in the Capes Theses and Dissertations Database

Year	Title	Authors	Institution	Modality
2019	The joy of being who you are: a clown teacher training for diversity.	Laile Von Czékus Floréz	Federal University of Bahia (<i>Universidade Federal da Bahia - BA</i>).	Thesis
2017	Ethnic-Racial Diversity in the school context: a study of social interactions in an early childhood education school.	Patrícia Batista Ribeiro	University of Taubaté (<i>Universidade de Taubaté - SP</i>).	Dissertation

2015	Education of Ethnic-Racial Relations: Educational Processes resulting from play in elementary early childhood education.	Alessandra Guerra da Silva Oliveira	Federal University of São Carlos (<i>Universidade Federal de São Carlos - UFSCAR</i>).	Dissertation
2008	The teaching practice expressed with ludicity: a rethinking about the rules of the game.	Deise Lima de Andrade França	Federal University of Pernambuco (<i>Universidade Federal de Pernambuco - PE</i>).	Dissertation

Source: The authors, 2021.

It was in this scenario of temporal space, categorical conjuncture and focusing on the closest objects of the research that we sought to analyze the selected works. The works described above pointed out in their text different analyses of pedagogical practices in the Education of Ethnic-Racial Relations and Ludicity. We begin with the thesis entitled “The joy of being who you are: a clown teacher training for diversity” by Flórez (2019). This work is specific to the category of continuing education of teachers. It’s a production of the Northeast Region and the objective of this is to discuss how the personal dimension of the teacher can be worked in a clown formation with the perspective of an education for diversity. The problem brought by the author is that not only education, but the educators themselves are also in “identity crisis”, having to equate a school reality of differences and pluralities with a homogenizing educational system and a formation that does not prepare them for such clashes.

The author uses the methodology of empirical basis and aims to solve or contribute to overcome a collective problem from an intervention proposal, the critical action research, which considers the voice of the participants of the research as actors and subjects of the same, who collaborate both in the evaluation of the results and in the fabric of the methodology itself.

Ribeiro (2017) in his research entitled “Ethnic-Racial Diversity in the school context: a study of social interactions in a school of early childhood education” addresses the daily life of children of Early Childhood Education with regard to the social interactions established in this school environment in relation to the black child. Understanding that it’s necessary to respect the child in their individualities, helping them in the development of interaction skills and respect for others, it’s important to discuss ethnic-racial diversity in

the school space.

It's a production of the Southeast Region. The research aimed to investigate how social interactions and racial relations were established between black and white children and with the classroom teacher in a municipal unit of Early Childhood Education in a city in the Paraíba valley - SP. It alludes to a qualitative research whose data collection instruments are interviews and observations of the school space and the routine of the classroom.

The author points out that the subjects were the students of a class of this school unit, the teacher, the director and the educational advisor. The researcher brings as a research problem the following question: how do social interactions happen between white and black children and between black students and their teachers, in the school context of early childhood education? How is the black child represented in the school environment? What are the repercussions on social interactions in a given school of the municipal network of Early Childhood Education, from the institutional project "Childhood without racism", of a city in the Paraíba valley?

Faced with such questions, we have the research problem of the present study: how do social interactions happen in relation to black children in an Early Childhood Education school? Its general objective was to investigate how social interactions and racial relations are established between black (brown and black) and white children and with the classroom teacher in a municipal unit of Early Childhood Education in a city in the Paraíba valley - SP. The object of study is delineated under the guideline of social interactions in relation to the black child in Early Childhood Education.

In the dissertation entitled "Education of Ethnic-Racial Relations: educational processes arising from play in Early Childhood Education", the author Oliveira (2015) brings her dissertation production focused on the theme of Education of Ethnic-Racial Relations and the educational processes arising from play in early childhood education. The objective of the academic production is aimed at understanding the social practice of playing. It considers play in an intervention based on and for education in ethnic-racial relations.

The author points out that it's possible to work through play, with liberating practices, activities that value and respect diversity; highlights the ethnic-racial belonging of children and their characteristics, such as skin color and hair texture and the possibilities of games and experiences in which children get to know African and Afro-Brazilian culture.

It uses qualitative research, adopts the phenomenological current and the training

research method. It's important to highlight that the instrument used in data collection was the questionnaire. The author understands that interventions through observations, data collection, activities and analysis of results are ideal and meet the research.

França (2008) in his study entitled "The teaching practice expressed with ludicity: a rethinking about the rules of the Educational Game in the public school" seeks to understand the educational principles of a teaching practice expressed with ludicity and its contributions in dealing with knowledge in elementary school classes I. This is a qualitative research, carried out in the Northeast Region, adhering to the methodology of Ethnomethodology.

In the research it's noteworthy that the author sought to understand the constitutive principles of a teaching practice being this the central objective, the specific objectives are listed below: 1) To enter the studies of teaching practice and the treatment of knowledge; 2) Highlight the recognition of the concept of practice; 3) Confirm whether the pedagogical praxis is a pedagogical praxis articulated to the human totality.

It's also important to point out the research problem that sought to understand the following question: what determines that some teachers still maintain a centralizing role when dealing with knowledge? Does initial training contribute to this? Have the continuing education processes contributed to the reflection of these teachers regarding teaching practice? Object of study: the teaching practice expressed with ludicity. The instruments were: narrative interview and participant observation.

If we consider the searches selected for this literature review per year we will have a macro temporal scenario of the search field of published works. We emphasize the search for regions due to the diversity of Brazil and to perceive the possible asymmetries in the way each region can embrace the theme of the research.

Making a reflection of the worldviews of the researchers about the theme and problems of research, we realize that in their studies, these researchers seek to promote changes towards a more citizen school, committed to human rights and the construction of identities that respect the contribution of different ethnic groups to the formation of a more egalitarian society. This reflective look starts from the state of the art of adding contributions, reinforcing academic benchmarks and contributing to other research on the subject.

We highlight here the importance of the role that the school plays in this process of dissemination of a liberating education. One of the ways to interfere pedagogically in the construction of a pedagogy of diversity and guarantee the right to education is to know more about African and Afro-Brazilian history and culture and their public policies.

According to Gomes (2011) this understanding may lead to overcome prejudices about blacks, about Africa and denounce racism and racial discrimination in society, in addition to implementing affirmative action, breaking with the myth of racial democracy.

The analysis of the research in the BDTD and BDT of CAPES and the considerations raised, evidenced the need for a closer look at the pedagogical practices in the Education of Ethnic-Racial Relations and ludicity, given that there is not a significant amount of works that talk about this regard.

5 FINAL CONSIDERATIONS

In this article, we address the Education of Ethnic-Racial Relations and ludicity through a literature review, which allows to delimit and establish subjects that present gaps in scientific production and makes it possible to find the research problem from the findings. For this, the researcher needs to go beyond what is put in the literature in order to promote new writings that contribute to studies in the area.

The comparison of the different works in the present text points to the urgency of productions that speak of pedagogical practices that articulate the Education of Ethnic-Racial Relations to Ludicity, since there are few productions in this line.

We are not affirming that the productions that articulate the Education of Ethnic-Racial Relations to Ludicity are incipient or insufficient. The nature of this work does not allow us to arrive at this statement and we know that the field of knowledge production on the subject is much broader than the productions in BDTD and CAPES BDT, although these undoubtedly bring significant contributions to the field. What we are considering is that our observation of the highlighted and analyzed works indicates that it's necessary to reflect on the theory and practice of teachers for the Education of Ethnic-Racial Relations in Ludicity.

The insufficiency of publications in this perspective suggests, then, the need for studies that can intersect the issues of teacher praxis with the Education of Ethnic-Racial Relations through Ludicity. These considerations allow us to infer that broader studies, in this perspective, are carried out, in order to map the production of knowledge in the field of the researched theme, specifically in relation to the articulation of the Education of Ethnic-Racial Relations with ludicity not only by the analysis of the works published in BDT and BDT of CAPES, but in scientific journals and dedicated books, for instance. It's understood that this type of study constitutes a fruitful *locus* of knowledge.

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