

Introduction1					
Pretend play plays a major role in children's development between the ages of 3 and 7, as it enables the child to detach from immediate perception, and creates a zone of proximal development (Vygotski, 1933/2021), thus acting as a lever for fundamental learning (Clerc-Georgy, 2015) and promoting developmental gains (Richard & al. 2019). However, both the quantity and quality of pretend play have declined in the child population, leading to the loss of the fundamental gains associated with it (Landry et al., 2012). This phenomenon is aggravated by the primarization of the first schooling years (Fleer, 2011). A pedagogical use of play responsive to children's perspective is possible during this transition period (Truffer Moreau, 2020). However, teachers comfortable working with play in classrooms are rare (Cheng Pui-Wah & Stimpston, 2004).					
Objective2					
Recent works about play in learning contexts aim to get a better understanding of its possible educational uses, and the adult's participation in it (Veraksa, Veresov, Veraksa & Sukhikh, 2020). Although taking vygotskian ideas as a starting point, the actual tools nourishing practices take different directions. Therefore, this work aimed to get a better understanding of the similarities and differences characterizing the different historico-cultural approaches to using pretend play in classrooms for learning in early childhood education. The goals pursued by each, along with the conceptions underlying them and their main characteristics have been investigated.					
Methodology3					
A narrative literature review (Framarin & Déry, 2011) has been conducted. Text selection was based on : - criteria proposed by Clerc-Georgy & Martin (2021): - being frequently cited in the world of education - containing keyword "jeu" or "play" in the publication title - citing Vygotskij's text untitled "le rôle du jeu dans le développement de l'enfant" - presenting play in Vygotskij's perspective in a part of the text - presenting the understanding of the development of play as a continuous process (Clerc-Georgy & Martin, 2021) Data extraction was supported by the following tools and concepts: - place given to play in terms of content (Van Oers, 2018) - the concepts of "learning for playing" versus "playing for learning" (Marinova, 2014) - finality and theoretical principles of each approach (Van Oers, 2018) - contents of learning and the adult's role in play (Veraksa & al., 2020)					
Analysis5	Teacher orientation towards play in school	Pre-determined learning goal(s)	Entry into the imaginary situation	Knowledge in play	Exit from the imaginary situation
A MARINOVA (2014, 2015)	Implement its playful skills and develop children's playful skills in order to teach through play	Yes, a goal in mind but adapting to the scenario	Initiated by the children	Disciplinary knowledge that makes enrichment of play possible	At the end of the free play time following the SAIJ
B FLEER (2019)	Exploiting the dramatic tension of a collectively shared imaginary situation to fuel a desire to learn	Yes, several concepts targeted	Initiated by the teacher	Scientific, engineering, social and emotional development, narrative and literacy concepts	As soon as necessary for play to progress
C CLERC-GEORGY, MARTIN & MAIRE SARDI (2020), TRUFFER MOREAU (2020)	Making the knowledge gained from the activities initiated by children, especially in play, visible	No, the knowledge as understood by the children appears in the play	Initiated by the children or possibly the teacher	Knowledge related to play, the school curriculum, or pretending	As soon as the play ritual is over
D PRAMLING ET AL. (2019)	Taking advantage of heterogeneous understandings to learn and lay the foundations for democracy	No , the play is open-ended	Initiated by the children or the teacher	Academic content possible to introduce into the play without interrupting it, respecting the child's perspective	Permanent alternation between "as is" and "as if" registers
Conclusion6					
This work has enabled us to note the diversity of approaches in line with Vygotskian ideas, each with its own way of envisaging a dialectic between the development of play and disciplinary learning, thus leading to a contrasting range of uses of play and possible interventions for adults. Thus, this overview provides a basis for better defining the place that can be given to pretend play in school, and for understanding the nuances in the range of courses of action available to teachers to support the transition. Results gained from this research provide food for thought in further reflection that will take place with swiss teachers.					

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