

## 124 - THE TEACHERS ROLE OF EARLY CHILDHOOD EDUCATION AND THEIR CONCEPTIONS AND ACTION ABOUT HUMAN DEVELOPMENT INSIDE THE SCHOOL

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This research had began in January/2008 and ended in October/2009 and was developed inside a local childhood school in Presidente Prudente/SP. The main objective it was identify the conceptions of education and human development present in teachers speech and understand their view and importance of these categories to build a qualitative education inside the school. Searching, discussing and reflecting about the human education and development inside the school means to understand the relationships between teachers and students and its level of commitments, because there are many elements of the practice and performance, which enable the identification of the relationship between theory and practice to the professional activities. The researches identify that inappropriate knowledge, views and understandings about education and human development that comes by common sense or unscientific views, can lead teachers to take inconsistent actions that can damage educational process and children's development inside the school. Another important purpose of this research is to overcome the concepts and methods, identified into a teachers speech and actions, which merely identify and describe the immediate contents and surfaces phenomenon at school. The cultural-historical perspective in this research assumes a responsibility to support the analysis of concepts present in the teachers speech and also aims to provide theoretical and philosophical ways to think about building a better society, seeking of educational work as fundamental process in the construction of the human being humanization. Furthermore, it is important to emphasize that the possibility of dialectic theory appropriation in this historical and cultural perspective is a important basis to understanding the human being and the society in its continuous process of transformation and, also contributes to build a new comprehension of the educational phenomena.

The research methodology consisted of the following: The subjects are 10 teachers in a school located in the city of Presidente Prudente / SP, of which 03 have a complete higher education, 02 incomplete and 05 of them have secondary formation. The systematic observations were done at school (inside the classroom), as well as monthly meetings with the teachers at the pedagogical meetings and semi-structured interviews with teachers. After that the data's observation and interviews were transcript, tabulated and analised to give paths to build the search-intervention at school. During the research process the results were presented and discussed at school and the contents of the resulting data collection became the subject of discussion in educational meetings (HTPC) and this process is still school. It is believed that through this strategy to conduct research and establish an active dialogue with the teachers, discussing and constructing new possibilities, ideas and actions in school, it is possible to create real conditions to identify the difficulties at school and work on to construct an new concepts and conceptions of pedagogical practices and teachers work at schools. Getting the theoretical and methodological support at historical-cultural perspective, this research work makes possible understanding the dialectic movement of the school and teachers, to build a new possibilities by understanding teachers speech and actions inside the school. In this sense, it is recognized that language is a closely process related to actions and vice-versa and it is accepted the activity as a central element in the constitution process of human beings. Taking by Leontiev's activity theory (1978) that can help to understand the generic essence of human beings, and also helps to emphasize the activity as an important category to build the better way for human beings to get the generic development at the society. If we recognize and assume the activity as the most important way of human being development, as Leontiev (1978) says, and consider the early childhood education teachers speech, related to their actions inside the schools as a synthesis of many determinations (theoretical and practical determinations), especially considering its activity during their relationship with students, management, coordination, parents and relatives, among other actions and relations that permeate teachers life inside the school, we will get a better approach to the reality of the teachers and seek to know the activities that they perform in school, and getting that it is possible to think about their reality, understanding them and discuss new possibilities for a qualitative transformation of the teachers activity that will engender a qualitative transformation of thought, conscience and actions in school. Obviously that is not expected that such changes occur immediately in the lives of teachers, however, it is believed that after the construction of new theoretical and practical possibilities, new collectively actions to built a new school.

We believe that an active teachers participation is the important way to think and built qualitative changes in their practice, and to feed a continuous dialectical process of transformation inside the school. According to Leontiev (1978) social relations, knowledge and experiences in society are essential in the process of human beings constitution and it is understood that all human capabilities as the speech, thoughts, consciousness, among others human character are not transmitted by biological heredity, but they are acquired through the process of life inside the society, through the appropriation of the culture created by mankind. Taking the cultural history of man and society, it is understood how the education and child development concepts, present in speech and actions of the majority of teachers at school, have always been permeated by common sense notions and pragmatic actions that naturalize human development and the education phenomenon. We identify that the naturalized view of the humans and the educational phenomena has been damaging the teachers activity at school, making this a simple task that everyone can do it and it is a problem, mainly inside the childhood schools. About the data collected at school: When teachers were asked about 'what means to be an childhood education teacher'? 29% respondents characterized themselves as care (welfare) and 38% Love / understanding (affection) while only 23% focused their action on the class teaching and valorizes knowledge acquisition as fundamental to full development of children inside the school. Faced with this reality and in the lives of most school teachers, we can conclude that the educational practice at School of Early Childhood Education has become one kind of welfare assistance and basic care to maintain the children in school. This data shows how the childhood teachers are away from the education which valorizes the scientific knowledge, arts and culture as important to the human being formation, his/her conscious, critical view of society, and personality as stated Arce and Martin (2007).

It is also important to note that even the academic background of teachers in early childhood education has been permeated by concepts and practices of teaching and human development that naturalizes the phenomenon of the human reality, educational and social. Taking this reality we can be argued that scholar education over the past decades in Brazil, have been working for the interests to maintain the minorities privileges, specially inside the state schools that receive the majority of

the popular population. The academic teachers of early childhood education has been permeated by concepts and practices about educational and human development, which comes from an poor quality of most training courses for teachers in the country.

According to Pimenta (2005) the teacher education has been damaged by many years of neglecting teacher pedagogic training and the importance for children. In this scenario, it also identifies many educational theories which offers and diffuses the conceptions of liberal human development perspective, which consider the human being has been developing as spontaneous and isolated from the society phenomenon. When we asked the teachers about "what is being a child?" approximately 79% of respondents characterized children naturalizing them, only 16% characterized children as Social perspective. Such child conception, present in the teachers speech, are formed from a comprehension that the human being is developing by itself in which it is seen separated from the society. Coming from that fact, such views can not reach and understand the human being and education in its totality, and in spite of that, merely identify and admit only a few characteristics about the superficial of the human, social and educational, making the understanding rather simplistic and why not say, limited. We could say that the teachers conceptions and practices at school, confines the naturalizing view and abstract visions of human beings, because they can not reach the true reality of students and, accordingly, become ideological (CHAUI, 2001). These elements are identified in the teachers speech when they say that a good student is the one who is active, but by observing their practices at school, this student, however, is a "problem" for them. It also identifies that the teachers student's vision is influenced by ideology. Despite the high level of categories related to building values (ideological values) as the education act, and this category indicates a teachers vision values related to the aspects of daily contact and adaptation to the social context.

In the words of most of the teachers "to pass values" is concerned with children's education as a process of extension of the family values that each teacher had in his private life. This kind of view restrict the teaching activities to pass family values, daily lives habits, believes and things related to their particular moral, habits, customs and values, leaving to second plan the scientific knowledge, philosophical, political, ethical etc. It is important do not ignore the particular values and the morality of teachers as an important factor in the educational process, however it is important to emphasize that the education act should not be restricted to that. The construction and transmission of values in school according to Oliveira (1996), must be involved an ethical-axiological reflection, considering the mult-determination of human being. It is important to emphasize that teacher knowledge can not be supported by common sense, conservatism and moralism, but built in a perspective critical community of universal ethical values. About the activities undertaken in school by the teacher and what it considers important for the children, the most cited was "reading" and after that comes "play", "design" and "games", "civic occasion" and "conversation". The importance of "reading" according to the teachers who saw the attention is to stimulate and promote a knowledge of words and symbols. Still, according to teachers the 'play' was also important to leave the child free to live it your world, through the "design" is the possible perception of feelings and representations of the child, the "games" are important to the development of attention, the "conversation wheel" for the planning and combinations and "civic occasion" has a role in the rescue of patriotism and respect the country values. These activities are really important for children development, but as the comments could be better used by teachers to stimulate and exercise the expression of the desire of children. Regarding the activity of reading in school, Mello (2006) makes important considerations about asking the children to recount the story that the teacher told and affirms that this exercise stimulates the children desire for expression. The author says that this action stimulates and exercises the child's desire to be active part of the education process and it also encourages the child when it is time for a free activity for them, so that they choose among the possibilities in the classroom or school and other activities that stimulate the conscious activity of children in school and in the classroom. According to the author, by allowing the child to exercise his starring role in the process of learning and becoming a citizen, which means to give a voice, treating the child as someone who is important. First, you must allow the child to form a positive image of itself, a condition essential for emotional learning, and to the child bring his story to school, formulate and express opinions, propose solutions to problems, express ideas, anxieties and feelings (Mello, 2006). It is worrying when we identify that the learning situation in schools do not emphasize the access and appropriation of scientific knowledge about children and thinks that the child must mature in order to learn, restricting vision to a certain maturational view in early childhood education. That means we identify concepts of common sense and unscientific knowledge at school, which allows the teachers just leave the situation and do not act in the direction of as intervention, scientific intervention at school. These views, therefore, do not help the teacher in this role as critical, and contribute to maintain the situation as it is and to the development of individualism inside the school (OLIVEIRA & DUARTE, 1987).

Thus the role of educator, recognized as an intellectual prepared, technically and politically, to assume their role in the transformation of man and society, is clearly easing, especially in early childhood education, where teacher stripped of his role as an educator, limits to situations of daily tasks and circumstantial school. Finally, this research assumes the defense of categorical knowledge, knowledge of historically accumulated and systematized as essential factors in the development of children inside the school, so that you can work on overcoming the ideological school and help to transform the society. According to Saviani (2000, p.115), the school has been a place to alleviate the contradictions of capitalist society, and it must be overcoming its because the school can be a place where the children, particularly in public school, can get the full development, from building a quality educational work to ensure socialization transmission and appropriation of knowledge, and ability necessary to the process of humanization. We believe and work for both, the school and teachers, to become the key to achieving this goal. Regarding the results obtained from the observations, we identify that the practice of teachers, whether in the classroom, has been marked as a form of welfare and, of course, these elements are present in the speech of teachers. They affirm the importance of their action only to guarantee the safety, recreation, energy spending and physical occupation of children's time, and are also responsible for the physical safety of students. Such facts and concepts apart the teaching of the direction of providing children a learning process focused on the socialization of scientific knowledge, to acquire knowledge. With regard to data collected from observations of educational meetings, we identified that teachers present in the speech content related to the importance of care and affection we should treat their students, without, however, value their role as holders of scientific knowledge in school, issues which have been intensely discussed in the meetings of HTPC in school (pedagogical hours). It is, therefore, from the data collected in the school and from the teaching practices, that has been marked by naturalizing children and their development, turning it to a biological, genetic view, valorizing the maturation.

This comprehensions and views about the process of human development at school, do not give possibilities to the teachers act as a subject on the society as a whole. It also identified, that such views are very simplistic and reductive, rather favoring a broader understanding about the child and their development processes from the education. In conclusion, we can see how the everyday understandings and common sense permeate the lives and actions of teachers in early childhood education and how these views need to be overcome. Considering the data collected and experience from research, particularly since the direct relationship with the teachers at school, we believe that a critical view it is possible, especially if the researchers (the university) get too close to the school. It is important to emphasize that this research, defends and promotes the school is a

critical perspective, particularly public schools, considering the educational institution as a place for the human development, because only from an critical and qualitative kind of educational is it possible to humanize the human being. Finally, it is important to say that the early childhood education is fundamental to build and develop the children by knowledge, science, philosophy, corporal cultural and other import knowledges as arts, ethics, politics, etc, to build a new generation that valorizes the human being, the nature, the planet and the freedom.

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#### THE ROLE OF TEACHERS OF EARLY CHILDHOOD EDUCATION, THEIR ACTIONS AND CONCEPTIONS OF HUMAN DEVELOPMENT AT SCHOOL

This research was performed with a County Elementary School from Presidente Prudente in order to identify the conceptions of education and human development present in the speech of teachers and understand their significance, considering the importance of these categories and an adequate understanding of them, for the construction of an educational work differentiated in kindergarten. The participants were 10 teachers. It began with systematic observations at school and at monthly meetings of educational work. Later, there were semi-structured interviews with teachers to expand the data collection. With a theoretical-methodological support of cultural-history perspective, analyzing the data was found that teaching practices, as well as the teachers were saying about this practice have been marked by naive visions and naturalizing about children, often limiting the understanding of the development process of students to certain maturational biologizing; visions as well as limited when disconnected from objective reality of the subjects, the educational system and society as a whole, essential factors that need to be considered to think the process of human development at school. Contents related to the importance of care and affection in the relationship with students are evident, however, without valuing the teacher's role as keeper of scientific knowledge in school. Often present simplistic and reductionist views that offer little benefit to a broader understanding about the child and their development processes. It was found that concepts presented about education and human development are supported by the empirical and daily experience of the teachers, instead of relating themselves about scientific knowledge of the issue. It appears that such views need to be overcome so that the conditions to implement a process of teaching and learning in science supported, especially in pedagogy and developmental psychology, to provide educational activities to enable the advancement of the subjects of early childhood education in a way fully and qualitatively high at school.

**KEYWORDS:** Early Childhood Education, Concepts of Human Development and Education, Historical and Cultural Perspective

#### LE ROLE DES ENSEIGNANTS DE L'ÉDUCATION À L'ENFANCE ET ACTIONS ET DE LA PLANIFICATION DE L'HOMME SUR LE DÉVELOPPEMENT À L'ÉCOLE

Cette recherche a été effectuée à un jardin d'enfants des écoles locales de Presidente Prudente, afin d'identifier les conceptions de l'éducation et de présenter le développement humain dans le discours des enseignants et de comprendre leur signification, compte tenu de l'importance de ces catégories et une connaissance suffisante d'entre eux, pour la construction d'un différentiel d'enseignement à la maternelle. Les participants étaient de 10 enseignants. Elle a commencé par des observations systématiques à l'école et lors des réunions mensuelles du travail éducatif. Plus tard, il y avait entretiens semi-structurés avec les enseignants afin de développer la collecte de données. Avec une perspective théorique et méthodologique de l'histoire culturelle, l'analyse des données a révélé que les pratiques d'enseignement, ainsi que les professeurs disaient à propos de cette pratique ont été marquées par des visions et la naturalisation des naifs à propos des enfants, limitant souvent le la compréhension du processus de développement des élèves à certains maturation biologisant; visions ainsi que limité lorsqu'il est déconnecté de la réalité objective des sujets, le système éducatif et la société dans son ensemble, les facteurs essentiels qui doivent être pris en compte la réflexion sur le développement humain à l'école. Contenus liés à l'importance des soins et d'affection dans la relation avec les étudiants est évident, toutefois, sans Valoriser le rôle de l'enseignant comme détenteur de la connaissance scientifique à l'école. Souvent présents idées simplistes et réductrices offrent peu d'avantages à une compréhension plus large sur l'enfant et leur processus de développement. Il a été constaté que les concepts présentés sur l'éducation et le développement humain sont pris en charge par l'expérience empirique et des enseignants de tous les jours, au lieu de relier les connaissances scientifiques sur la question. Il est à noter que ces opinions doivent être surmontés afin que les conditions à mettre en œuvre un processus d'enseignement et d'apprentissage en sciences soutenus, en particulier en pédagogie et en psychologie du développement, de fournir des activités éducatives qui permettent la promotion des sujets de l'éducation de la petite enfance d'une manière parfaitement et l'école de haute qualité.

**MOTS-CLÉS:** Early Childhood Education, Concepts of Human Development and Education, historiques et culturelles Perspective

#### LA ACTUACIÓN DE PROFESOR DE EDUCACIÓN INFANTIL, SUS ACCIONES Y CONCEPCIONES SOBRE DESARROLLO HUMANO EN LA ESCUELA

Esta investigación se realizó junto a una Escuela Municipal de Educación de Presidente Prudente con intuito de



identificar las concepciones de educación y desarrollo humano presentes en el discurso de los profesores e comprender su significado, considerando la importancia de esas categorías y una comprensión adecuada de las mismas, para la construcción de un trabajo educativo diferenciado en Educación Infantil. Los participantes fueron 10 profesores. Se empezó con las observaciones sistemáticas en la escuela e en reuniones mensuales del trabajo pedagógico. Posteriormente, se realizó entrevistas semi-estructuradas con los profesores para ampliar la recogida de datos. Con el respaldo teórico-metodológico de Perspectiva Histórico-cultural, al analizar los datos se constató que las prácticas pedagógicas, así como las declaraciones de los profesores sobre tais prácticas, han sido marcadas por visiones ingenuas y naturalizantes acerca de los niños, que muchas veces limita la comprensión del proceso de desarrollo de los alumnos un cierto maturacionismo biologizante; visiones tanto cuanto limitando cuando desvinculadas de realidad objetivas de los sujetos, del sistema educacional y de sociedad como un todo, factores esenciales que precisarían tenerse en cuenta al pensar en proceso de desarrollo humano en la escuela. Contenidos relacionados a importancia del cuidado y del cariño en relación con los alumnos son evidentes, sin embargo, sin valorizar el papel del profesor como poseedor del conocimiento científico en la escuela. Muchas veces, presentan visiones simplista y reduccionista que poco favorecen una comprensión más amplia acerca del niño y sus procesos de desarrollo. Se comprobó que concepciones presentadas sobre educación y desarrollo humano tiene respaldo en la experiencia empírica y cotidiana de los profesores, al revés de se relacionaren a conocimientos científico acerca de la cuestión. Cabe señalar que esas opiniones deben superarse para que haya condiciones de implementar un proceso de enseñanza-aprendizaje respaldado en la ciencia, sobretodo en la pedagogía y la psicología del desarrollo, para propiciar acciones educativas que posibiliten el avance de los sujetos de la educación infantil en una dirección plena y cualitativamente superior en la escuela.

**PALABRAS LLAVES:** Educación Infantil, Concepciones del Desarrollo Humano y Educación, Perspectiva Histórico-cultural.

### **A ATUAÇÃO DE PROFESSORES DE EDUCAÇÃO INFANTIL, SUAS AÇÕES E CONCEPÇÕES SOBRE DESENVOLVIMENTO HUMANO NA ESCOLA**

Esta pesquisa foi realizada junto a uma Escola Municipal de Educação Infantil de Presidente Prudente com o intuito de identificar as concepções de educação e desenvolvimento humano presentes na fala dos professores e compreender seu significado, considerando a importância dessas categorias e de uma compreensão adequada das mesmas, para a construção de um trabalho educativo diferenciado na Educação Infantil. Participaram da pesquisa 10 professores. Iniciou-se com observações sistemáticas na escola e em reuniões mensais de trabalho pedagógico. Posteriormente, realizaram-se entrevistas semi-estruturadas com os professores para ampliação da coleta de dados. Com o respaldo teórico-metodológico da Perspectiva Histórico-cultural, ao analisar os dados constatou-se que as práticas pedagógicas, assim como as falas dos professores sobre tais práticas, têm sido marcadas por visões ingênuas e naturalizantes acerca das crianças, limitando muitas vezes à compreensão do processo de desenvolvimento dos alunos a certo maturacionismo biologizante; visões tanto quanto limitadas quando desvinculadas da realidade objetiva dos sujeitos, do sistema educacional e da sociedade como um todo, fatores essenciais que precisariam ser considerados para se pensar o processo de desenvolvimento humano na escola. Conteúdos relacionados à importância do cuidado e do carinho na relação com os alunos são evidentes, porém, sem valorizar o papel do professor como detentor do saber científico na escola. Muitas vezes, apresentam visões simplistas e reducionistas que pouco favorecem a uma compreensão mais ampla acerca da criança e seus processos de desenvolvimento. Verificou-se que concepções apresentadas sobre educação e desenvolvimento humano têm respaldo na experiência empírica e cotidiana dos professores, ao invés de se relacionarem a conhecimentos científicos acerca da questão. Constata-se que tais visões precisam ser superadas para que haja condições de implementar um processo de ensino-aprendizagem respaldado na ciência, sobretudo na pedagogia e na psicologia do desenvolvimento, para propiciar ações educativas que possibilitem o avanço dos sujeitos da educação infantil numa direção plena e qualitativamente superior na escola.

**PALAVRAS-CHAVES:** Educação Infantil, Concepções de Desenvolvimento Humano e Educação, Perspectiva Histórico-cultural

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