

69 - THE PLAYFULNES AND FANTASY OF THE REAL: AXES OF CULTURES OF CHILDHOOD EDUCATION FOR CHILDREN

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INTRODUCTION AND JUSTIFICATION

The objective of this research was to examine how cultures of childhood are understood in the context of Childhood Education in a Municipal School of Childhood Education in the city of Presidente Prudente, and how they worked two structural axes of these cultures, which are: the playfulness and fantasy of the real, second Sarmento (2004). It is a work performed by teachers in the Physical Education Department and Education and by students from the Physical Education and Pedagogy, Faculty of Science and Technology - UNESP, Presidente Prudente, all members of the research group: "Body Culture: knowledge and practices", and educators at a Municipal School of Childhood Education of the city of Presidente Prudente.

This research is justified because it contributes to academic researchers and participants from institutions of public schools reflect on issues of educational practice that may influence the process of training, expanding the knowledge on the subject studied and creating opportunities for advances in educational quality in the sphere of Childhood Education.

Through the theoretical study of the authors of the area, the interventions made by the students and data collection, consisting of interviews and questionnaires, it was observed that the concepts of childhood are backed in a naturalistic, as a universal dado in the story to over time. It is not intended as a historical, cultural and social building. We therefore need to understand the child from her own field, to see that in every child is first and above all a cultural, social person, concrete who thinks, feels, and who has rights to participation, therefore, no longer justified to support the educational practice by the vision of children as an "immature" person, "blank sheet" or "an adult project".

The child can not be seen as a universal dado or as a natural category, but mainly as a historical, cultural and social building. But this concept has not always been treated well. In fact, the child was always present in all periods of our human journey, however, the concept of childhood as a social category, according to Áries (1981), began to be revealed and structured between the eighteenth and nineteenth centuries.

For the author (1981), the connotation of childhood in each historical period was influenced by different understandings of aspects: political, economic, social and cultural. The child did not have a prominent place, had no privileges, benefits, was seen as a being replaceable and whose social function was a utilitarian nature. At seven years old was already introduced in adult life, including duties, imitating her father and mother, learning crafts, making it useful and necessary to the household economy. Only adult behavior was expected of reason and thought. Childhood was restricted to the time the child could not get self-sufficiency, so get over this step was introduced into the world of adults, so this phase of childhood was a temporary situation and whose abilities expected of children occurred on relations they established with their elders.

If historically the children were treated this way; one can ask: how are considered today the children in kindergarten? Does the look of educators value these children? Are they considered the result of historical, as a subject who appropriates and reinvents the world by their pairs? Do the routines have emphasized the teaching the specificity of the child and value the children cultures? Is there the possibility to think and take the child as a social category in school?

In this sense, the objective of this research is to analyze how the concept of childhood is understood in the context of Childhood Education, and specifically how they are worked both the structural axes of these cultures according to Sarmento (2004), are: the playfulness and fantasy of the real.

The playfulness represents an essential aspect of children cultures. The author stresses that the play is not exclusive to children, but it is proper to man, is one of their most important social activities. Considering that the playful child provides the contact with the game, the game and toy, we see that these activities in childhood are second Leontiev (1988), main. According to the author (1988, p.65), the main activity is the development activity which governs the most important changes in mental processes and psychological traits of the personality of the child at a certain stage of her development. This does not mean that the child should play all day, but when she/he plays, this is a privileged moment of lucidity, so that they potentiate her development in these activities considered essential.

In relation to the axis, the fantasy of the real, the author shows that it is through the fantasy world, of make-believe, that the child assigns meaning to things and build her world view. It is a resilience capacity in the face of adverse situations, painful, experienced by children. It is possible to realize that the child has the potential herself, and laughing she creates, recreates, enriches and transforms. All that part of her environment gets a special meaning in her eyes, unlike the objective view of adults. This causes they do not understand the actions of children and devalued their manifestations. The child's imagination renews and transforms what is around her without restricting to the limits of logic, only she can do and through this she can make concrete desires that were prevented by adults or by their own limits.

The fantasy of the real allows the child to develop various hypotheses, take action, become characters, change the reality in a world of make-believe where anything can happen. The fantasy of the real enriching the activities for children experiencing various forms of play and problem solving through resource materials that gain particular value or imaginary environments that address their eyes what the world was convinced it is impossible.

These two lines highlighted above are being investigated and analyzed in the context of a school of Childhood Education. A place where children should be understood as social actors, because they relate to the institution, with the people and stand before the adults, developing her own strategies to deal with issues of the social world in which they operate. Thus, this project has proven to be relevant, it has contributed to the special nature of childhood within the partner institution, which educators are beginning to understand the child as social actor, enhancing their overall development and not just the results of tasks.

OBJECTIVES

Understanding how are conceived Cultures of Childhood in a Municipal School of Childhood Education in the city of Presidente Prudente;

- Analyze, as the axis are worked: playfulness and fantasy of the real, the partner institution;
- Bring indicative that can assist in the pedagogical work in Childhood Education and training of students of undergraduate degrees in Physical Education and Pedagogy, as regards the activities that favor the interests present in the children cultures;
- Collaborate in improving the quality of education in Childhood Education, through action research and the dissemination of results in scientific events and productions.

METHODOLOGY

For the data can be properly analyzed and interpreted, transformed into relevant knowledge to the area, was selected to action research as a technical procedure chosen. Action research is a tool for understanding the practice, in which researcher and group participants seek to question it, evaluate it and, consequently, transform it, thus requiring forms of action and making conscious decisions.

In relation to the planning of action research with the selected group, was used as a reference the script posted by Thiollent (1988, p.48-72) who does not establish rigid forms of construction, however, the steps of the research are quite flexible. In this sense, the project was structured in some stages, attention to: the exploratory, the definition of the subject, placement problems, the place of theory, hypotheses, seminars, field observation, sampling and qualitative representativeness, data collection, learning, knowledge formal / informal knowledge, action plan and external divulgation. In this project were introduced some of these stages were divided into 03 stages: initial, development, conclusion.

The initial stage consisted of exploratory procedure, in which the proposal was presented to the school concerned and all teachers as well as approving the work, were very excited, describing the difficulties experienced in working with issues which highlight the cultures of childhood.

From the accession of all, we performed a preliminary diagnosis, where the work was widely discussed by the entire group of participants. It was determined that through the performance of students in educational practices, in partnership with the educators of the partner institution, problems, difficulties and advances would be problematized, trying to recognize them, raise theoretical supports that give them explanation and support. After this phase that has been done which is mapping problems, it is being done to expand the theoretical about the subject, that is, we are seeking in the available literature, incorporating content related to culture of childhood that can guide the pedagogical practice and teaching collaborate to build a theoretical framework consistent and convincing.

Several meetings are scheduled frequently: for students, the FCT/Unesp, once a week, along with the coordinating teacher of the project and collaborators, have been assembled to study various texts and authors, evaluate and systematize the data collected the previous week and prepare lessons. Every two weeks, all the actors participating in the university research group: Body Culture: knowledge and practices. For the educators of EMEIF, beyond the activities developed in partnership with the university students and the meetings of the Time Pedagogical Work Collective (TPWC), participate in monthly seminars with all the other participants of action research to evaluate the actions taken, to study and discuss various topics relevant to the subject, object of study. The scholarship students and collaborators, weekly, on the same day, for a period of 08 hours, are in school activities with all children and in partnership with educators. These moments are very important because they serve to create connections, experience and understand the difficulties of practice, exchange information and knowledge, encourage the increase of all the people involved in this project and take other actions that are relevant and consistent with the methodology of action research.

PARTIAL RESULTS

As for the results achieved, we highlight in foreground, to the methodology itself, whose the participation of the subjects of the partner institution, the role of the university team in the context investigated and the search for transformation of reality expanded the requirements of commitment, mutual respect, collective work and tolerance between the actors. The seminars have generated conflicts between conceptions and indicate different looks for the child and for educational practice. Teachers expand their vision, especially on children's participation in recreational activities, therefore charged conduct very hard, which turned into obstacles to the freedom, movement, imagination, interaction among peers, the repetition of activity and fun. This understanding led to the educators correlating the two axes of childhood cultures together and realized, too, the need for her performance as mediators and co-responsible for conditions which ensure that children's participation as actors who bring different cultures of adult to the education process.

Even considering some weaknesses, difficulties and limitations of research, the gain was substantial. Through the theoretical study of the authors of the area, the interventions made by the students and data collection, consisting of interviews and questionnaires, it was possible to highlight the vision of the educators about childhood has been expanded, though there is progress in the way of conceive the child as a historical one, who appropriates and produces culture. Also was considered that the school, for many reasons, it is not favoring either valuing the children's cultures, since several issues were raised such as: parental pressure, system pressure, lack of interest of the child, lack of training courses, too many children per classroom, among others. And as last point, the educators reported that, despite all the problems, it is possible, based on the reference of the Cultures of Childhood, take on a concept of childhood in school, highlighting the way of being of the child.

In recent assessments, both the director and the guiding teacher, stressed the benefits that the school had with this work, as teachers of the school could benefit from a process of continuing education that took into account the social context where they are inserted; in addition, conceptions were worked and the actions that led to changes reflected in a qualitative in educational practice and training of children. For college students, the participation in this research had a substantial gain since, from a different theoretical basis and a space of experiences and practical experience, they were afforded a more solid academic background, promoting the relationship between theory and practice learned in academic learning process. For academics, the results were positive, because when they develop their research, led productions of knowledge and enriched their educational practices, within the university, with questions and referrals experienced in the school. This has allowed for socializing knowledge through publications and participation in events and in classes taught within the university.

The group, despite all the problems faced daily in schools, contends that there is not a function of school only to convey information and instructions, but to educate and awake in people the ability to learn and revise their views and representations. The process of teaching and learning can not be restricted to training of children in one or two areas of expertise, because in addition to writing and solving mathematical problems, the child should be able to be moved, to feel, to love, to act, to be caring, and dreaming of performing as a person who is.

CONCLUSIONS

Each child in her cultural and historical trajectory is a rich social construction, however, due to a unique interpretation and special that clamor for attention and appreciation. The child can not continue to be pampered by adults who do not understand her manifestations and act as if they had never been children. What seems “romp, pretend, play”, in the eyes of an adult; is in fact the wide child's reality, development, appropriation, insertion into, illustration of time and space occupation. Children interact with other people and institutions, react to adults, develop strategies to act in the social world. The cultures of childhood are structured in such relationships and interactions, which manifest themselves in the society in which the child is inserted.

Taking this work, based on these premises raised, is a very big challenge. Our contribution goes to socialize these contents, so that by knowing the subject, the teacher can make her choices and define her political choice. One option that, while acknowledging the problems found in the exclusive and oppressive society, seeks alternatives to combat the death of dreams and utopias. Finally, we end by paraphrasing Carlos Drummond de Andrade, who wisely said that “playing with children is not a waist of time, it is to win it, if it is sad to see children without school, sadder still to see them sitting in a row, in rooms without air, with exercises sterile, worthless to the formation of man”.

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THE PLAYFULNES AND FANTASY OF THE REAL: AXES OF CULTURES OF CHILHOOD EDUCATION FOR CHILDREN**RESUME**

This research takes as its object of investigation and intervention playfulness and fantasy of real as axis of childhood cultures essential to the education of children. It is being developed in a public school for kindergarten and its objective is to analyze how these aspects are understood and addressed within the partner institution. The methodology adopted is qualitative and is characterized as action research. The team established an initial contract of partnership and cooperation between its components, outlined the problem and seeks to expand the workshops of the theoretical and practical. The field work is conducted at the institution and the data analysis and systematization of the results involve the entire team. The theoretical framework that guides the project is based, especially in the Sociology of Childhood, which treats the child as a social category whose specificity distinguish her from adults. Part also of the assumption that the concept of childhood is influenced by social, cultural and historical, however, the authors in the field believe that there are elements, called cultures of childhood, to mark their own forms of children are and relate to the people with the natural and social world. Partial results indicate qualitative changes in educational practices of the participants, because the study situations and experiences with the issues, allow the questioning of pedagogical models and educational practices that guide pedagogical work in the context of Childhood Education. Permit, too, despite advances in the process of training of those involved in improving educational practice, which has considered, intentionally, interests and needs of children and their rights to participation, expression and communication.

KEYWORDS: Childhood Education, playfulness, fantasy of the real.

LA LUDICITÉ ET LA FANTAISIE DU RÉEL: AXES DES CULTURES DES JEUNES ENFANTS POUR L'ÉDUCATION DES ENFANTS**RÉSUMÉ**

Cette recherche prend comme objet d'enquête et d'intervention La ludicité et la fantaisie du réel comme axes de la culture de l'enfance, essentielles à l'éducation des enfants. Elle est développée dans une école publique pour la maternelle et la préscolaire et analyse comment ces aspects sont comprises et traitées au sein de l'institution partenaire. La méthodologie est qualitative et se caractérise par la recherche-action. L'équipe a établi un premier contrat de partenariat et de coopération entre ses composants, a exposé le problème et cherche à étendre les ateliers de la théorie et pratique. Le travail de champ est mené à l'établissement et l'analyse des données et la systématisation des résultats impliquent toute l'équipe. Le cadre théorique qui guide le projet est basé, en particulier dans la sociologie de l'enfance, qui considère l'enfant comme une catégorie sociale dont les caractéristiques la distinguent des adultes. Fait également partie de l'hypothèse que la notion d'enfance est influencé par des facteurs sociaux, culturels et historiques, toutefois, les auteurs Du thème croient qu'il y a dès éléments, appelés cultures de l'enfance, que marquent formes propres des enfants se rapporter aux gens ET avec le monde naturel et social. Les résultats partiels indiquent des changements qualitatifs dans les pratiques pédagogiques des participants, car l'étude de situations et d'expériences avec les enjeux, permettre à la remise en cause des modèles pédagogiques et les pratiques pédagogiques qui guident le travail pédagogique dans l'éducation de la petite enfance. Ils permettent, aussi, constater les progrès réalisés dans la formation des personnes impliquées dans l'amélioration de la pratique éducative, qui a passé à considérer, de propos délibéré, les intérêts et besoins des enfants et leurs droits de participation, d'expression et de communication.

MOTS-CLÉS: l'éducation de la petite enfance, La ludicité, fantaisie du réel.

LA LUDICIDAD Y LA FANTASÍA DEL REAL: EJES DE LAS CULTURAS DE LA INFANCIA PARA LA EDUCACIÓN DE LOS NIÑOS**RESUMEN**

Esta pesquisa tiene como objeto de investigación y de intervención la ludicidad y la fantasía del real como ejes de las culturas de la infancia, esenciales para la educación de los niños. Está siendo desarrollada en una escuela pública preescolar y objetiva analizar cómo se entienden y se abordan estos aspectos en la institución asociada. La metodología es cualitativa y se caracteriza por la investigación-acción. El equipo estableció un contrato inicial de asociación y cooperación entre sus componentes, dibujó el problema y trata de ampliar los talleres de la teórica y práctica. El trabajo de campo se realiza en la institución y el análisis de datos y sistematización de los resultados tienen la participación de todo el equipo. El marco teórico que guía el proyecto se basa, sobre todo, en la Sociología de la Infancia, que trata al niño como una categoría social, cuyas

características lo distinguen de los adultos. Parte también del supuesto de que el concepto de infancia es influido por El contexto social, cultural y histórico, sin embargo, los autores en este campo creen que existen elementos, llamados culturas de la infancia, con sus formas propias por las cuales los niños están con y se relacionan a las personas, y el mundo natural y social. Los resultados parciales muestran cambios cualitativos en las prácticas educativas de los participantes, ya que el estudio de situaciones y experiencias con los temas, permite el cuestionamiento de los modelos pedagógicos y prácticas educativas que guía el trabajo pedagógico en la educación preescolar. Permiten, también, perceber avances en la formación de los implicados en la mejora de la práctica educativa, que há passado a considerar, de forma deliberada, intereses y necesidades de los niños y sus derechos de participación, expresión y comunicación.

PALABRAS CLAVE: educación de la primera infancia, la ludicidad y la fantasía del real.

A LUDICIDADE E A FANTASIA DO REAL: EIXOS DAS CULTURAS DA INFÂNCIA PARA A EDUCAÇÃO DE CRIANÇAS

RESUMO

Esta pesquisa assume como objeto de investigação e de intervenção a ludicidade e a fantasia do real como eixos das culturas da infância indispensáveis para a educação de crianças. Está sendo desenvolvido em uma escola municipal de Educação Infantil e tem como objetivo analisar como esses eixos são compreendidos e contemplados no interior da instituição parceira. A metodologia adotada é de natureza qualitativa e se caracteriza como pesquisa-ação. A equipe estabeleceu inicialmente um contrato de parceria e cooperação entre os seus componentes, delineou o problema e busca nos seminários a ampliação do referencial teórico-prático. O trabalho de campo é realizado na instituição e as análises dos dados e sistematização dos resultados envolvem toda a equipe. O referencial teórico que norteia o projeto apóia-se, especialmente na Sociologia da Infância, que trata a criança como categoria social, cujas especificidades distinguem-na dos adultos. Parte, também, do pressuposto que o conceito de infância é influenciado pelo contexto social, cultural e histórico, todavia, os autores da área entendem que existem elementos, denominado de culturas da infância, que marcam formas próprias das crianças estarem e se relacionarem com as pessoas, com o mundo natural e social. Os resultados parciais apontam para mudanças qualitativas nas práticas educativas dos participantes, pois as situações de estudo e de vivências com os temas, permitem a problematização de modelos pedagógicos e práticas educativas que orientam o trabalho pedagógico no âmbito da Educação Infantil. Permitem, também, constatar avanços no processo de formação profissional dos envolvidos, melhoria na prática educativa, que passou a considerar, de maneira intencional, interesses e necessidades das crianças e seus direitos à participação, expressão e comunicação.

PALAVRAS-CHAVE: Educação Infantil, Ludicidade, Fantasia do Real.

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