141 - THE ESSENTIAL STIMULATION IN CHILDREN OF THE MUNICIPAL SCHOOLS OF INFANTILE EDUCATION OF PANAMBI - RS

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Introduction

The stimulation essential or precocious is a group of specialized techniques that through environmental incentives (physical, chemical or mechanics) on a child's body, it looks for answers and indispensable and necessary reactions for the child's integral development.

The development in the conception of Bronfenbrenner (1996), it is the process that involves stabilizations and changes of the characteristics biopsychological of a human being, not just along the life cycle, but also, through generations. A child's development is an only and peculiar event, and that the only atmosphere that serves as an including context for the human development, besides the family home, they are the teaching institutions. For Bronfenbrenner (1979) the atmosphere is not differentiated by lineal variables, should be understood in system terms, emphasizing inside of the social sciences the atmosphere conception should go besides your physical structuring.

The child's development according to Newcombe (1999) it is explained through factors biogenetic and environmental, when defending that the interactions with the environment determine the cognitive development, that happen as the motive abilities of they develop. Piaget mentioned by Becker (1997) affirms that the motor ripening depends directly on the environment to which the child is exposed, besides the interferences in your health condition.

For Gallahue and Ozmun (2001), the maturity of the motor development is associated to hereditary characteristics, to the environment in that the child lives and to your activities of daily life, being the junction of those three factors that determines the amount and the extension of the acquisition of the motive abilities that they are defined as the development of the motor control, represented by the precision in the acting of fundamental movements and explorative, until an improvement that turns the independent and agile child to accomplish your activities.

The child's evaluation and the accompaniment during the work are essential to obtain good results, tends validity when it places the child as reference center of herself and it supplies data to the teacher to accompany and to understand your development. The important is the observation of the student's development with a qualitative paradigm, in other words, tends clear that the evaluation is a continuous process. The development is a process that has a history in which a behavior or previous situation should favor the emergence of new behaviors.

In the essential stimulation, it is of fundamental importance to the construction of the knowledge for the own children, through your own action, in an organized and favorable atmosphere, where the children can show spontaneously and to create, making possible an electric outlet of own decisions and developing the reasoning; becoming not important the amount of evidenced behaviors, but the use of the experiences lived in the construction of new knowledge.

The motive stimulation with your contents and own objectives doesn't only contribute to the child's best development in the motor aspect, but also, in the aspect cognitive, affective and social. To motor develop is not just to present larger revenue in certain abilities, it is much more than that, means to acquire better resources to link with the world of the objects and of the people (BAILÃO; OLIVEIRA; CORBUCCI 2002).

The stimulation lack is a frequent cause of delay in the development. Children whom the adults don't talk, don't play and they don't provide an atmosphere in that they can explore and to do experiences, they will have difficulties in your learning process and your development will be harmed. One of the primary goals of the education is to promote the child's integral development, through existences that stimulate to your maximum potential

Based on the placements the objective of this study was above to verify how it happens the enrolled children's essential stimulation in EMEIs - Municipal Schools of Infantile Education - of the municipal district of Panambi-RS.

Methodology

The study is descriptive, of traverse cut, with quali-quantitative analysis of the results. Tends as participants the children from 4 to 12 months of age that frequented the nursery of EMEis of the municipal district of Panambi in the year of 2003, besides the directors and people that assist of the nursery.

During the application of the study six directors, fourteen people that assist and appraised twenty children were interviewed. The collection of data happened through the application of interview semi - structured, validated by three teachers of the physiotherapy area, to the direction of each school and the people that assist of each class of the nursery, seeking to determine the form of conduct of the same ones inside in relation to the children's stimulation of EMEIs. The children's neurological evaluation was also accomplished through the Card of the Child of the Neurological Development, proposed by Coelho (1999) in order to evaluate the children's neurological development in relation to the expected for your chronological age.

Discussion

To analyze the obtained data we traced in three points than it was observed in reality with the information found in the literature and the researchers' perception as it proposes Triviños (1987).

When questioned if they believed in the work of essential stimulation, all the directors answered to believe in the importance of the essential stimulation for all the children, with or without delay in the development, 50% of the people of assist already defended the idea that the work of essential stimulation is important in all the independent children of these they present or I don't put back in motor development, 21,43% believe in the work of the essential stimulation in all the children that present delay in motor development and 28,57% just believe in the work in some cases. This contemplates that, at least they enters the people of assist the idea it is not uniform unlike what they affirmed us the directors' answers for this same subject.

For Silva (1996), the essential stimulation is all activity that favors and it enriches the child's development physical, mental and social. It is the constant integration with the child since they is born, so that it can reach a full and integral development, larger objective of our study. The stimulation has as objective offers incentives that favor to the child's development that helps her to place your own significance as people in relation to the world that surrounds them. The stimulation work intends to recover in the child the best conditions for your development, independent of the level in that it is possible, in agreement with your constitutional conditions, to give to the child clear recognition as subject, with known place and defined, where your body cannot be a deposit of stigmata, but a pleasure source (PEREIRA,2000).

According to Burns e Macdonald (1999), a child is born with capacity in potential that need ideal conditions to grow conveniently. However, some children, for some reason, don't get if it develops naturally, needing help. That help can be made through the work of essential stimulation. The stimulation is arrested to the group of actions that they tend to provide to the

child the necessary experiences, starting from your birth, to guarantee they the maximum development of your potential.

All the directors affirmed that the space of EMEIs is organized for the adapted attendance the children, with cradles, toys, pushcarts, rugs and cushions, refectory, patio and sanitariums.

The interactions, for Vigotski (1984), they happen in atmospheres social and historically organized, modified by the adult according to the conceptions about development and own of that culture infantile education, of which he appropriated through your previous experiences. Like this, each person interacts with the child and it organizes your atmospheres, according to the representations and expectations of her same and of other, on your development and on your own role with relationship to her. It will be through the mediation of the middle, with the presentation of meanings that, little by little, the existent signs in those varied social activities are going being incorporate for the child and they pass becoming symbolic mediators of your relationship with the world. The child, however, it acts in that process don't how a passive subject, simply molded for the middle, but as a individual active, that plays an important part in the interactions. The child has, like this, the possibility to influence by the middle and also of acting on it, transforming it in a mutual construction, where, so much the child, as the adult, they grow (WALLON, 1966; VYGOTSKY, 1984).

In Referencial Curricular Nacional para a Educação Iinfantil (1998), the space in the institution of infantile education should propitiate conditions for the children to can use it in benefit of your development and learning. It should be thought and rearranged, considering the different needs of each age group, as well as the different projects and activities that are being developed.

When questioned on which materials that the school disposes for the work of essential stimulation the directors pointed materials as rattles, hula hoops, slide, horses, it balances, rope, tires, rolls, mobile, sound apparel, mirror balls, bowling, mattresses, several games, logical blocks, rhythmic band, books of histories, magazines, besides the park (with scales, slide, box of sand, among other). The directors told that all material was bought and divided equally for all the EMEIs of the municipal district, for the Municipal Clerkship of Education and Culture. Like this of course EMEIs possess a quite rich atmosphere in material to work and to stimulate the children there inserted.

As refers us Silva (1996), the essential stimulation requests not only a constant communication, attempts and affective with the child along your development, as well as a rich atmosphere in perceptive incentives, that it offers contact with colors, sounds and varied textures, propitiating the development of the child's motive abilities, the development of the global and fine motor development, so that it can expire with success and in your own rhythm all the stages of your evolutionary process. The conditions of a harmonious development are always linked to the middle that it supplies to the subject safety's feelings, of could act and of being autonomous.

In the question on what involves the process of Essential Stimulation, 35,71% of the people that assist answered that involves the work that seeks to improve the growth and the child's full and harmonious development and 14,29% told that involves the technique or therapeutics that it seeks to stimulate the functions cognitive, motive and sensitive of individual tends in your view capacities, the other ones 50% they considered that is the junction of the two things. We observed the people that assist as soon as they have a correct understanding on what it involves the stimulation process.

When the people that assist were questioned they had already observed delay in the motor development of some child, 50% affirmed that had already noticed and on the conduct that they had before of that fact, they told to have informed to the direction of EMEI, that soon after did the direction of the child to the necessary specialist

As we noticed 50% of the interviewees they manifested that noticed delay in the motor development. That elapses of the fact that the children in your majority stay in integral shift in EMEI. Therefore the commitment of the work team in the school, needs to be in syntony, attentive the all the reactions of the children and to have knowledge on the motor development of that age group. All the professionals showed seriousness in relation to this aspect, we noticed that a line exists common with relationship to the procedure of informing the direction so that the same makes the due directions.

We found in Referencial Curricular Nacional para a Educação Infantil (1998), that the direct work with small children demands that the teacher is a versatile competent. To be versatile means that to the teacher fits to work with contents of several natures that embrace from essential basic cares to coming specific knowledge of the several areas of the knowledge. This character versatile demand, for your time, a quite wide formation of the professional that should become, him also, an apprentice, constantly contemplating on your practice, discussing with your pairs, dialoguing with the families and the community and looking for necessary information for the work that develops. They are essential instruments for the reflections on the direct practice with the children the observation, the registration, the planning and the evaluation.

All the people that assist demonstrated the desire to receive more information on Essential Stimulation. Because same having pedagogic meetings monthly in EMEIs, participation in encounters and seminars the professionals requested more information and improvement of this theme, tends the presence and the professional's of the specialized area accompaniment.

After having accomplished the evaluation with all the children, it was observed that except for two children (child A and B), the others presented a good development degree, being inside whole of a normal pattern in relation to the chronological age.

the people that take care of the two children with delay told that had already noticed alterations in the development of the same ones. As well as they had also talked already with the physical education teacher so that in the schedule reserved to work with the nursery it especially emphasized the stimulation work with those two children.

The child “A” entered in EMEI with 6 months of age and they had already wakened up concern to the direction and people of assist of the school. The last one told that the child's mother had also demonstrated a lot of concern with the child's health, telling that had already sought a neurologist and accomplished several exams. To the 4 months, the child took your vaccine and she had high fever with convulsion. Of that situation concerns appeared about the relationship between the convulsion and the child's slow development. Of all the exams a high anemia degree was just observed, being made alimentary orientations. The school altered the snack inside of the reality and of the possibilities of the group. In the neurological evaluation a difficulty was observed vary difficulties

The child “B” already frequented EMEI there is approximately one year and according to the people that assist in spite of the incentives always presented larger slowness for acquisition of your motive autonomy. They was born of normal childbirth and the mother didn't have problems during the gestation. The school and the mother were already maintaining a dialogue on the same and always looking for an accompaniment attentive in the sense of seeing the child's real needs. The mother had already taken the child to the doctor and this has been tranquilizing her regarding your development. In the evaluation it was observed difficulties in the language tests, without emission of simple words; it didn't stand up still with support, using intermediate postures and it didn't still present march with support; however he didn't crawl with crossed pattern.

The two children that presented difficulties possessed a light delay the moderate and the due ones you make arrangements they were already being taken by the family and school.

Final Considerations

It is of fundamental importance that the child "begins" well, and the Infantile Education is the child's entrance door in the school and in the life. During that phase, to stimulate the learning and the small child's development means to help they to

progress in the definition of the own identity, in the knowledge and in the valorization of herself.

EMEIs of Panambi assist in integral schedules, what picks a larger responsibility on relationship to the development and infantile learning, as well as with the offer of appropriate cares in terms of health and hygiene, besides they offer to the children organized rooms, with retreats, several games and several toys. EMEIs also have a space that provides to the children a contact with the nature, characterizing a rich atmosphere in incentives to the children's development.

It was possible to detect a cooperation atmosphere and respect between the professionals and an atmosphere of cares considering the needs of the different age groups, as well as, rich atmospheres in materials for the work of essential stimulation in all the EMEIs. Now an only pedagogic proposal has been elaborated for all the EMEIs and the one that can be verified is that the schools are walking committees creating a line common of action, respecting the differences and promoting in your education practices and cares, the integration among the child's aspects physical, emotional, affective, cognitive and social, understanding that they are a human being total, complete and indivisible.

The school can help and a lot, in all the levels, in the stimulation for the children's global development, in the formation of attitudes, through a healthy and stable affective relationship and, above all, respecting and working the children's differences. However, we believe that the actions of the school should be developing together with specialized professionals. It is necessary more than will and good intentions: it is necessary to intervene in an appropriate way, in the opportune moment, with appropriate techniques, looking for to promote the health.

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THE ESSENTIAL STIMULATION IN CHILDREN OF THE MUNICIPAL SCHOOLS OF INFANTILE EDUCATION OF PANAMBI - RS

ABSTRACT: The essential stimulation through stimulate of him existences it favors the child's best development in the aspect motor, cognitive, affective and social, looking for the potential maximum of your development. This descriptive study, of traverse cut, with quali-quantitative analysis of the results and had as objective verifies how it happens the enrolled children's essential stimulation in EMEIs - Municipal Schools of Infantile Education of Panambi-RS. Participated of the study children from 4 to 12 months of age that frequented the nursery of EMEis in the year of 2003, besides the directors and atendentes of the nursery. It was used as evaluation instrument for direction and atendentes an interview semi - structured and for the children's evaluation neuropsicomotora the Card of the Child's Neurological Development was used, proposed by Coelho (1999). Observed that studied EMEIs possesses an atmosphere that favors the children's incentive there inserted and, so much the direction, as the atendentes know about the importance of taking place a work of essential stimulation as well as they are capable to notice some child it possesses some delay or difficulty in the development. We believed that the actions of the school should be developed together with specialized professionals, in order to promote the health and the closest of the potential maximum of the children's development to arrive.

Words - Key: Essential stimulation, Children, Infantile Education.

EL ESTÍMULO ESENCIAL EN LOS NIÑOS DE LAS ESCUELAS MUNICIPALES DE EDUCACIÓN INFANTIL DE PANAMBI - RS

Resumen: El estímulo esencial através del estimulot de vivencias favorece el mejor desarrollo del niño en el motor aspecto, cognoscitivo, afectivo y social, buscando el máximo potencial de su desarrollo. Este estudio descriptivo, de corte del travesaño, con el análisis quali-cuantitativo de los resultados tenido como el objetivo verifica cómo pasa el estímulo esencial de los niños enrollados en EMEIs - las Escuelas Municipales de Educación Infantil de Panambi-RS. Tiende como los participantes los niños de 4 a 12 meses de edad que frecuentó la guardería de EMEis por el año de 2003, además de los directores y atendentes de la guardería. Se usó como el instrumento de la evaluación para la dirección y atendentes un semi de la entrevista - estructuró y para los neuropsicomotora de la evaluación de los niños se usó la Tarjeta del Desarrollo Neurológico del Niño, propuso por Coelho (1999). nosotros Observamos eso estudiado EMEIs posee una atmósfera que favorece el incentivo de los niños allí insertada y, tanto la dirección, cuando los atendentes saben sobre la importancia de tener lugar un trabajo de estímulo esencial así como ellos son capaces notar a algún niño posee un poco de retraso o dificultad en el desarrollo. Nosotros creímos que deben desarrollarse las acciones de la escuela junto con los profesionales especializados para promover la salud y el más íntimo del máximo potencial del desarrollo de los niños para llegar.

Palabras - llave: El estímulo esencial, los Niños, la Educación Infantil.

LA STIMULATION ESSENTIELLE CHEZ L'ENFANT DES ÉCOLES MUNICIPALES D'ÉDUCATION D'ENFANT DE PANAMBI - RS

Résumé: La stimulation essentielle àtravers je stimule d'existences il favorise le meilleur développement de l'enfant dans le moteur de l'aspect, cognitif, affectif et social, chercher le maximum potentiel de votre développement. Cette étude descriptive, de coupe de la traverse, avec analyse quali - quantitative des résultats eue comme objectif vérifie comme il se passe la stimulation essentielle des enfants enrôlés dans EMEIs - Écoles Municipales d'Éducation D'enfant - de Panambi-RS. Soigne comme participants les enfants de 4 à 12 mois d'âge qui a fréquenté la crèche d'EMEis dans l'année de 2003, excepté les directeurs et atendentes de la crèche. Il a été utilisé comme instrument de l'évaluation pour direction et atendentes une entrevue semi - a structuré et pour les neuropsicomotora de l'évaluation des enfants la Carte du Neurologique de l'Enfant que le Développement a été utilisé, a proposé par Coelho (1999). nous avons Observé cet EMEIs étudié possède une atmosphère qui favorise la motivation des enfants là insérée et, si beaucoup la direction, comme les atendentes savent au sujet de l'importance d'avoir lieu un travail de stimulation essentielle aussi bien qu'ils sont capables d'observer quelque enfant il possède quelque délai ou difficulté dans le développement. Nous croyions que les actions de l'école devraient être développées avec professionnels spécialisés pour encourager la santé et le plus proche du maximum potentiel du développement des enfants d'arriver.

Mots clés:- Stimulation essentielle, Enfants, Éducation D'enfant.

A ESTIMULAÇÃO ESSENCIAL EM CRIANÇAS DAS ESCOLAS MUNICIPAIS DE EDUCAÇÃO INFANTIL DE PANAMBI - RS

Resumo: A estimulação essencial através do estimulo de vivências favorece o melhor desenvolvimento da criança no aspecto motor, cognitivo, afetivo e social, buscando o potencial máximo de seu desenvolvimento. Este estudo descritivo, de corte transversal, com análise quali-quantitativa dos resultados teve como objetivo verificar como ocorre a estimulação essencial das crianças matriculadas nas EMEIs - Escolas Municipais de Educação Infantil -de Panambi-RS. Tendo como participantes as crianças de 4 a 12 meses de idade que freqüentavam o berçário das EMEis no ano de 2003, além das diretoras e atendentes do berçário. Utilizou-se como instrumento de avaliação para direção e atendentes uma entrevista semi estruturada e para a avaliação neuropsicomotora das crianças foi usado o Cartão do Desenvolvimento Neurológico da Criança, proposto por Coelho (1999). Observamos que as EMEIs estudadas possuem um ambiente que favorece o estímulo das crianças lá inseridas e, tanto a direção, quanto as atendentes sabem da importância de se realizar um trabalho de estimulação essencial bem como são capazes de perceber se alguma criança possui algum atraso ou dificuldade no desenvolvimento. Acreditamos que as ações da escola devem ser desenvolvidas em conjunto com profissionais especializados, a fim de promover a saúde e chegar o mais próximo do potencial máximo de desenvolvimento das crianças.

Palavras - Chave: Estimulação Essencial, Crianças, Educação Infantil.