174 - CIRCUIT OF PLAY: THE CURRICULUM IN MOTION IN EARLY CHILDHOOD EDUCATION

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INTRODUCTION

The Office of Early Childhood Education Hall Pratinha develops educational work - curriculum with children aged 1 to 5 years based upon the Multiple Languages. It is located in a community from the urban center of Bethlehem and great needs facing socio - economic, and these shortcomings are undermining the childhoods of the children.

We believe that childhood experiences are the result of the integration process of children in a social context that sees the subject as producers of knowledge, while learning and develops.

In this way the curriculum organized in this unit focuses on the experiences of children as central to the process of comprehensive training, capturing the language and children's play as drivers of development and learning in early childhood.

We consider the child as well as a producer of languages, with the possibility to create and recreate natural and spontaneous situations through their words and actions, revealing a multitude of skills that are able to promote, with an active subject of knowledge as far Gallardin (1996b, p.5) "interlocutor your actual relationship with the world, committed to the ongoing process of interaction with others, with their culture and environment, thus made up of desires, feelings, expressions, desires, curiosities, discoveries, rights , voices, always open the possibility of creation and recreation.

We share with Moss (2002), Junqueira Filho (2006), which host a civic conception of the child, with voices and rights to be respected, strengthening the image of a child competent, strong and powerful that it must be recognized.

This understanding of the child as co-builder, citizen, officer, members of the group comes from another series of pictures the child as a strong competent, intelligent, a powerful pedagogical theories capable of producing interesting and challenging insights, questions - and from birth not in an age when they were ready. A child's voice to be heard, but realizes that listening is an interpretive process and that children can be heard in many ways (famously expressed in The hundred languages of childhood Malaguzzi). In summary, this construction of the child produces a child "rich" MOSS (2002, p.242)

Accordingly, the proposed teaching / curriculum developed in UMEI Pratinha, is organized through multiple languages for children to communicate with the world. We believe that working with multiple languages in early childhood is to expand the diverse knowledge and expertise to the world of children, through the playfulness, experiences and experiences, socialization, interaction, values, joint-language content and various significant in the infant universe.

Thus, we build bimonthly projects focused on driving and emerging languages, in which teacher and child organize content - language necessary and desirable for the process of development and learning. (Junqueira Filho, 2006). In this movement curriculum is necessary to understand that the curriculum of early childhood education comes from the experiences of teachers and children, mature and dialog among subjects, taken by Italian authors such as emergent curriculum that so defines.

Planning as a method of work in which teachers have educational objectives generally, but not formulate specific goals for each project or each activity beforehand. Instead, formulate hypotheses about what might happen, based on their knowledge of children and previous experiences. RINALDI in (1999, p. 113)

Therefore, organizing the curriculum in kindergarten with multiple languages and time-kindle spaces to articulate them in the web of interpersonal and intrapersonal, the meanings that children produce.

METHODOLOGY

The methodological approach of the curriculum through the Multiple languages that are effecting and legitimizing the unit was initially mediated by the host project, organized to receive children in UMEI. From the children's interaction with the objects of knowledge, ambience and learning situations could be an initial diagnosis of the culture brought by the children, reinforced by home visits where we pick a specific look at the childhoods of our children.

Subsequently each class developed projects bimonthly which it based languages and driving emerging, expanding and giving new meaning to the prior knowledge of children by addressing the content - language in context through the various languages seized in childhood.

It also includes the methodology and records daily staff observation, intending to catch permanent content that emerge from daily life and teaching practice in the wake of playfulness and the games. It complements the movement pedagogical-curricular organization of learning situations through the experiences and experiences of children, play, games, round-table discussions, competitions, including reading, movie nights, cooking, gardening, dance, music, languages and other emerging .

The move is finalized curriculum bimonthly through the "circuit of language and play" with all classes of UMEI and with the participation of families of children that occurs in the socialization of production-language worked during the period, requiring the evaluation to teaching, with intentions of re-planning and construction of new projects of languages.

The circuit of play represents a peculiar organization of work with young children as they move desire, playfulness and joy of play in this key period in the life of our children, especially because some of them have little space-time to play and grow healthily as a child.

This methodology included, besides the games, languages: scenic, plastic body of music that articulated content from children's experiences with the dynamics of games and has expressed the need to encourage child development through respect for the movement, body language and different languages that emerge from this integration of children in social and cultural practices.

For working knowledge of curriculum developed in UMEI, we present the relevant aspects for the city of Bethlehem in the festival of early childhood education that happens in December, thus leading to, completion of academic work at our

institution.

Photo 1 - The Jokes wheel



Source: Municipal Unit Early Childhood Education Pratinha

Photo 2 - Playing with the mirror



Source: Municipal Unit Early Childhood Education Pratinha

Photo 3 - Jokes Street



Source: Municipal Unit Early Childhood Education Pratinha

Photo 4 - Playing with friend



Source: Municipal Unit Early Childhood Education Pratinha

Photo 5 - Playing games with the docking



Source: Municipal Unit Early Childhood Education Pratinha

Photo 6 - Joke of the bag



Source: Municipal Unit Early Childhood Education Pratinha

CONCLUSION

Our conclusions, however provisional, point to a curriculum that considers the child protagonist, respecting the times of childhood experiences so as individuals by each. In this dimension increases our responsibility in the face of a complex context, a circuit of many turns, and disagreements when in fact there is a commitment to young children.

As a result conceive that socialization through the circuit of play allows knowledge, playfulness and meanings of children's language understood as a priority in the development and learning in early childhood.

The value of this whole movement led to a reflection of the need for knowledge of the uniqueness of experiences for children, capturing desires, needs and play by listening to the universe as a complex.

The perception of the whole child and only requires a comprehensive look of the professional early childhood education, which is shifting his work when he receives the meanings attributed by children to the elements and situations experienced during the implementation of the project, as well as the co-participation the various actors and players in the educational setting.

Soaked look of the reception of children's language in the curriculum of early childhood education we strengthen the bonds of the construction of a humanizing pedagogy, a pedagogy of early childhood education, thus contributing to a child's identity and its development in global co-responsibility with the family.

Through the circuit of the games curriculum with Multiple Language also presents with affirmative results and proposals in the pedagogical staff is organized to devise new methods to engage the pleasure of knowledge of the child. Therefore, the records of learning situations are carried out at intervals and occasional notes in the diary of the child, providing dialogue and participation of family in a follow-up over the child's development.

Many roads are still unknown, but many joys already share in terms of educational work, the circuit has mobilized the expressiveness of the child, family involvement, and knowledge building and ownership of early childhood.

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CIRCUIT OF PLAY: THE CURRICULUM IN MOTION IN EARLY CHILDHOOD EDUCATION

ABSTRACT

This socialization is part of the work of the Office of Early Childhood Education Hall Pratinha (UMEI) of the Municipal School Belém Pa, in the year 2008 that is based on theoretical studies of childhood Moss (2002) Junqueira Filho (2006) Gallardin (1996), Loris Mallaguzi, Carolyn Edwards (1999), Machado (2002), among others. The methodological approach includes the curriculum from multiple languages involving building projects host circuit of games, projects involving classes bimonthly coordinator / teachers / children and families. The objective is to provide a quality early childhood education, ensuring a consistent and meaningful learning, socialized through the channels of the games that represent the global movement of children with playful universe. The relevant matches from this organization methodology, we find the valuation of several childhood, the role of the child and the playfulness and appreciation of children's play, building an early childhood education humanizing quality and the social experience in a warm, stimulating and lively, and the involvement of educators in the organization of spaces in interactive entertainment and education.

WORDS - KEY: Multiple languages; Exploitation of Children; playfulness;

CIRCUIT DE LECTURE: LES PROGRAMMES D'ÉTUDES EN MOUVEMENT DANS L'EDUCATION PRESCOLAIRE

RÉSUMÉ

Cette socialisation est une partie du travail de l'Office of Early Childhood Education Hall Pratinha (UMEI) de la LPRP École municipale de Bethléem, en l'an 2008 et qui est basée sur des études théoriques de l'enfance Moss (2002) Junqueira Filho (2006) Gallardin (1996), Loris Mallaguzi, Carolyn Edwards (1999), Machado (2002), entre autres. L'approche méthodologique comprend les programmes de langues multiples comportant des projets de renforcement des circuits d'accueil des jeux, des projets impliquant des classes coordonnateur bimestrielle / enseignants / enfants et les familles. L'objectif est de fournir une qualité de l'éducation de la petite enfance, en assurant un apprentissage significatif et constant, socialisé par les canaux des jeux qui représentent le mouvement global des enfants avec l'univers ludique. Les matches concernés de cette méthode organisation, nous trouvons la valorisation de l'enfance de plusieurs, le rôle de l'enfant et l'espièglerie et l'appréciation de jeux pour enfants, la construction d'une éducation préscolaire de qualité et l'humanisation de l'expérience sociale dans un cadre

chaleureux, stimulant et animé, et l'implication des éducateurs dans l'organisation des espaces de divertissement interactif et l'éducation.

MOTS - CLÉS: langues multiples, l'exploitation des enfants; enjouement;

CIRCUITO DE JUEGO: EL PLAN DE ESTUDIOS EN MOVIMIENTO EN EDUCACIÓN INFANTIL

RESUMEN

Esto socialización es parte de la labor de la OTaller de Educación Preescolar Hall Pratinha (UMEI) de la Escuela Municipales de Belém, Pa, en el año 2008, qué si basa en estudios teóricos de la infancia Moss (2002) Junqueira Filho (2006), Gallardin (1996), Loris Mallaguzi, Carolyn Edwards (1999), Machado (2002), entre otros. El enfoque metodológico incluye el plan de estudios de varios idiomas qué incluyen proyectos de construcción de circuitos de acogida de los juegos, coordinador de proyectos de clases cada dos meses / profesores / niños y familias. El objetivo es proporcionar una educación de calidad para la primera infancia, asegurando un aprendizaje coherente y significativa, a través de los canales de socialización de los juegos qué representan el movimiento mundial de los niños con el universo lúdico. Los partidos relevantes de esta metodología de organización, en encontrado con la valoración de la infancia de varias, el papel del niño y de la alegría y el aprecio de juego de los niños, la construcción de una educación preescolar de calidad y humanización de la experiencia social en un ambiente cálido, estimulante y animado, y la participación de los educadores en la organización de los espacios de entretenimiento interactivo y la educación.

PALABRAS - LLAVES: Multiples idiomas, la explotación de los niños; alegría;

CIRCUITO DAS BRINCADEIRAS: O CURRÍCULO EM MOVIMENTO NA EDUCAÇÃO INFANTIL

RESUMO

Esta socialização é parte do trabalho desenvolvido da Unidade Municipal de Educação Infantil Pratinha (UMEI), da Rede Municipal de Ensino Belém-Pa, no ano de 2008 que fundamenta-se no referencial teórico dos estudos da infância Moss (2002) Junqueira Filho (2006), Gallardine (1996), Loris Mallaguzi, Carolyn Edwards (1999), Machado (2002), dentre outros. O percurso metodológico compreende a organização curricular a partir das múltiplas linguagens que envolve construção de projetos de acolhimento, circuito das brincadeiras, projetos de turmas bimestrais envolvendo coordenador/professoras/crianças e famílias. O objetivo é oferecer uma educação infantil de qualidade, assegurando uma aprendizagem significativa e consistente, socializada por meio dos circuitos das brincadeiras que representam o movimento global da criança com o universo lúdico. Os aspectos relevantes encontrados a partir desta organização metodológica, situam-se na valorização das diversas infâncias, do protagonismo da criança e da valorização da ludicidade e das brincadeiras infantis, consolidando uma Educação Infantil humanizadora com qualidade social e com a vivência em um ambiente aconchegante , estimulante e alegre, bem como o envolvimento dos educadores na organização de espaços lúdicos e interativos na educação infantil.

PALAVRAS – CHAVES: Múltiplas linguagens; Valorização da Infância; Ludicidade;

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