128 - TOYS SUNG IN THE SOCIALISATION PROCESS CHILD 'S IN EARLY CHILDHOOD EDUCATION

JOSIANE FATIMA BANKES DA SILVA
KELLY RIBEIRO TEIXEIRA
RAFAEL TRENTIN SCREMIN
Universidade Estadual de Ponta Grossa, Ponta Grossa, PR, BR.
www.uepg.br

1. INTRODUCTION

The growing interest of the children in front of video games, toys that every day become more modern, the internet offers to them subsidies for a true trip through the virtual world, we know that technology has numerous functions that favor the child in different ways, but, when we turn our thoughts to the experiences that we had as children, clearly remember the fun wheel jokes and songs, banter on the street or at home, these jokes that downloads nurture the creation of affective, the expression of feelings and fun, that must be experienced by children because it is culturally alive and are still transmitted from generation to generation.

In interactions that establish early with people close to him and with the environment that surrounds, the children reveal their effort to understand the world in which they live, the contradictory relations that witness and through jokes, make explicit the conditions of life to which they are subjected and their wishes and desires. In the process of construction of knowledge, the children use of the most different languages and have the ability they have to have ideas and original hypotheses about what we seek to unravel. In this perspective the kids build knowledge from establishing interactions with other people and as the medium in which they live.(BRASIL .1998, v. 1, p. 21).

Reflecting on the question of bthe similar cantados are favorable to child development, we seek through this work know what the contribution of toys sung in the process of socialization of the children of pre-primary education.

Since the school is our work environment, we seek not final solutions, but yes, reflect and seek to improve not just researchers, but also as people.

2. EARLY CHILDHOOD EDUCATION AND ITS IMPORTANCE IN THE PROCESS OF SOCIALIZATION

The child to get to school brings the vision of a world that graduated from experiences with the medium in which it is inserted.

The child as every human being is a subject and social history and is part of a family organization which is inscribed in a society, with a particular culture in a given historical moment. Is deeply marked by social environment in which it develops, but also the brand. (BRASIL, 1998, v. 1, p. 21).

Thus the child as a social being, integrated into the familiar environment will establish new relationships through experiments that will meet the needs for training with the society.

And those links appear at the time of the game, where it will build in your imagination, a whole world, in which will be inserted and acting somehow as the protagonist.

These attitudes are fundamental to the process of socialization, which begins as soon as it ceases to attend only the family environment and pass to go to school.

For Brougère (2006, p. 61) socialisation is:

[...] as the set of processes which enable the child to integrate with "socius" that the fence, assimilating its codes, which allows you to establish communication with other members of society, both verbal and nonverbal.

When we think in another social environment outside the family context, we see the school as being a new social convivial space which will participate.

Dias (2008 apud ITO, 2010) States that:

[...] the school as area of socialization of culture, occupies a privileged place for this type of relationship, because it comprises the initial formation of persons, collaborating on their positions before the world.

The school allows its social composition to accomodate different individuals, where the exchange of cultural experiences allows the child to organize and understand the social environment where it is inserted.

In the vision de Souza and Mauricio (2010):

The school of early childhood education as understood, can then be characterized as a place of discoveries and expansion of individual, cultural and social experiences, through the inclusion of the child in environments other than those of the family.

Child education then becomes favourable to this socialization and cultural insertion of the individual into contact with the new.Taking also into account that at that stage all experience that the child experience will be crucial to its development, as set out in Referencial Curricular Nacional de Educação Infantil. (1998, v. 1, p. 11):

The early childhood education is considered the first stage of basic education (title V, chapter II, section II, art. 29), having as purpose the integral development of the child until the age of six.

When faced with the proposal that the pre-primary education has the purpose of an integral development, it becomes apparent the need to provide experiences for that from these children will develop in different aspects, such as affective, social and cultural.

Therefore, it is up to the early childhood education provide situations that allow this development.

[...] so that children can exercise their ability to create is essential richness and diversity on the experiences offered to them in the institutions, whether they are more geared to jokes or to learn that occur through a direct intervention. (Brasil, 1998, v. 1, p. 27).

3. THE PLAY IN EARLY CHILDHOOD EDUCATION

The play is one of the characteristics of the child, is what she does best, both this generation of children who are the most time in front of the TV playing computer or video game, as those who early start working to help at home in spare time indulge in fantasy world of childhood itself. (FREIRE, 1997).

The play is very important because it makes active and curious child. During the game, she experiences experiences,

where you will be developing attitudes, such as share, respecting the rights of others, as well as the rules established to it.

When playing the children expressed their feelings and interacts with the environment into which is inserted in accordance with Brasil (1998, v. 2, p. 23):

In the game experience, specifically the development and negotiation of rules of coexistence, as well as the development of a system of representation of various feelings, emotions and human constructions. This is because the motivation of the game is always individual and depends on the emotional features each child that are shared in situations of social interaction.

Thus, the play shows if relevant in social development of children and may be used as a pedagogical tool in early childhood education.

For Freire (1997, p. 13):

There is a rich and vast world of children's culture full of movements, fantasy, games, almost always ignored by institutions of higher education. At least until the 4th series of the 1st degree, the school has more students whose specialty is playing.

Among many jokes that are part of children's culture, is sung in toys a possibility of bringing the child of his universe. And this cultural heritage must be preserved and transmitted, thus perpetuating the knowledge historically constructed and at the same time assisting in the development of the child.

4. TOYS SUNG IN THE PROCESS OF SOCIALIZATION

Having one of his features the playful, the use of toys sung in early childhood education is of great importance, since it will be providing the approximation of the child with his universe, in addition to be contributing to its development. (PAIVA, 2003).

According to Verderi (2002, p. 35)

[...] it is worth to be talking that toys Sung, recreational activities, have in essence, the playfulness, and by the playfulness inherent prerequisite be a man himself, especially in infant stage, it can never be unlinked from the educational process.

Marcellino (2003, p. 23) states that:

Recognize the playful is to recognize the specificity of childhood: letting children be children and live as children; is to deal with this, because the future of it arises; is to forget the speech that speaks of the child and hear the children speak for themselves.

Is in the game that the child finds pleasure in what you're doing, because the playfulness is present in this process, contributing significantly to its development, helping not only learning, but also in social, personal and cultural development.

For Kishimoto (2009, p. 39):

While free and spontaneous manifestation of popular culture, the traditional prank has the task of perpetuating children's culture, develop ways of social coexistence and allow the pleasure of playing. By fall within the category of experience transmitted spontaneously as internal motivations of the child, the child traditional joke guarantees the presence of playful, imaginary situation.

Sung toys are one of the ways to play that has always been present in all time part of the infant universe. According to Paiva (2003, p. 13) "toys Sung, jokes or really, wheel are activities of great educational value and folksy, being the expression of a healthy childhood." According to the author the first information of toys millennial is sung.

In Brasil the toys Sung suffered Portuguese influence, Amerindian and African due to colonization and the slave trade. (VERDERI, 2002).

This cultural manifestation is a joke that is from the junction of the dance with the music, allowing multiple ways to move, singing, playing, to express and communicate socially with people around you. For Paiva (2003, p. 13):

The arts of music and dance teamed up in toys Sung in a unique synthesis of the essential elements to school education. And they remain throughout the ages in a demonstration that satisfy the children's interest.

Even for the author, the toys are sung expressions related to the movement that contribute to the knowledge and recognition of cultural manifestations.

Is one of the most primitive dance and these steps are mere gestural expressions associated with the body movement. Constitute a factor of preservation and transmission of our traditions and one of the first manifestations of the associative spirit of children being a true cultural heritage of humanity. (PAIVA, 2003, p. 14)

Thus, as a singable toys cultural heritage can and should be used as a knowledge more in school, since, through the children especially child education will be getting acquainted with something that is part of your world.

The child to get to school is facing a great challenge, having to live with people totally strange to it, being away from their parents or of persons that the caring, it generates a great insecurity. It is the school to provide you with a cosy atmosphere, with the goal of minimizing this insecurity and insert it into a new medium that fence.

When playing the child establishes a relationship with people about way that becomes an integral part of the environment into which is inserted. For Paiva (2006, p. 11):

The banter of the wheel, as well as some of our folklore games, have a key role in the development of the child. Through the child can share Toys Sung teachers with their own history, as well as their emotions and somehow protected write-up by the limits of the circle. The circle is a factor inclusive. They all go hand in hand all participate in the same way. Everyone in the circle are equal. There is the strongest, nor the fastest or the best. Nobody is ignored. The wheel represents the whole. Is the first process in contributing to the construction of a social ecology.

On the wheel the child feels safe, because it sees belonging to a group that resembles with the medium in which he lives.

Continuing with the thought of Paiva (2003, p. 109):

The wheel is like family: is the principle of the group, gives the feeling of belonging to it. So the child shows so much satisfaction being hand in hand with the other, to participate in the same corners because he feels belong to the wheel. Is the first form of social balance.

This way we Sung toys as an instrument that should be used in the process of socialization from the experiences experienced by the child.

5. METHODS

The present study, it was a field research on the basis of a case study, where he investigated the behavior of a class of school children's education, evaluating the influence Encantado Yo-yo toy sung in the process of socialization of the children of early childhood education, more specifically children between 4 and 5 years of age, because this is the phase in which the child

enters into a new social conviviality is the school.

According to Mattos; Junior Rosseto; Blecher (2008, p. 35) a case study:

[...] is studying a particular individual, family or group to investigate different aspects or a specific event of the sample. A single case is studied in depth and holistically (fully) in the context of its reality, to achieve greater understanding of similar cases.

We work in a school of teaching private network in the municipality of Imbaú. The gang worked was composed of 18 students. Three classes were held weekly, being on Monday, Wednesday and Friday, adding 15 lessons with duration of 30 (thirty) minutes each. The contents worked was sung toys, and from it we find answers to our survey.

For the implementation of this research, we apply a questionnaire, composed of open and closed issues to Professor Regent class, who observed the activities proposed and made notes.

At the end of each speech, we proposed students to design the most liked, so that way we could analyze what was the contribution the social aspect from toys Sung.

6. RESULTS AND DISCUSSION

During the Sung, the applications of toys class teacher found that children demonstrated-if interested and participatory in no time there was indiscipline on the part of students, which showed acceptance by jokes.

That way we can put that toys Sung generated great interest in children because it is an activity that is part of child scenario.

As to socialization, which is the focus of research, the professara reported that all children at the time of application of Sung interacted between these toys with joy, enthusiasm and spontaneity. There was no exclusion of any child by the group.

This is because the toys Sung allow the child to feel part of a group, where there is no differentiation between them, for example, at the time of the wheel where all are hand in hand they experience the same experiences, participating in the game as a whole.

At the end of the speeches we have seen through the designs that were produced, which most students sought to involve the group always together, hand in hand, also involving the playful, depicting characters of the songs that most liked this factor, we drew attention because it portrayed his feelings so explicitly and with loyalty to who designed, making it clear the involvement with toys Sung, with colleagues during the games.

7. CONCLUSION

The toys were sung well accepted by children, and the more that an activity geared moments in school, a real experiences of being a child. The involvement with the musicality allowed the expression of feelings, melodies and lyrics that are part of the playful universe of children, we were not there by imposing a situation but mediating more like doing, play. The environment favourable to them has been provided, the result of social interaction, mutual help, respect to the next occurred during lessons, and according to the account of own teacher of the class along with our analysis in the search field, Sung reflected positively on toys socialization process.

Upon searching, it became clear that toys Sung act favourably in early childhood education, because of his positive character social front developed in children. We believe that the same should be valued, and serve as essential resource during the lessons, as well as ensuring a social interaction, allows also develop simultaneously a breadth of fundamentals that play as well as the social features, a fundamental role in child development, such as rhythm, musicality and engines and cognitive aspects.

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Main author: JOSIANE DE FATIMA BANKES DA SILVA
Address : Polibio meira cotrim, 30 – Bairro Bela Vista – Imbaú – PR.
Telephone: (42) 99119908-(42) 88049656-(42) 3272 3634 – (42) 3272 4118
Email: josiane_banques@hotmail.com

TOYS SUNG IN THE SOCIALISATION PROCESS DACRIANÇA IN EARLY CHILDHOOD EDUCATION
SUMMARY

This article is a research action, whose purpose was to analyze the importance of toys sung in social development of children belonging to early childhood education, more specifically children between 4 and 5 years of age, because this is the phase in which the child enters into a new social conviviality is the school. Were applied activities geared to toys sung with students in order to assess the importance of them in the process of socialization. The results were obtained during the speeches, analyses from a questionnaire with open and closed issues where the teacher might make your considerations, in addition to the analyses of designs that were made by the children after each intervention. This way we find reflections and questions about the universe of toys Sung and its interfaces with the process of socialization of the child in early childhood education.

KEYWORDS: Education, children's Toys Sung, socialization.

JOUETS CHANTÉE DANS LA DACRIANÇA DE PROCESSUS DE SOCIALISATION EN ÉDUCATION À L'ENFANCE
RÉSUMÉ

Cet article qu'il s'agit d'une action de recherche, dont le but était d'analyser l'importance des jouets chanté dans le développement social des enfants appartenant à une éducation de la petite enfance, plus spécifiquement les enfants âgés de 4 et 5 ans, car il s'agit de la phase dans laquelle l'enfant entre dans une nouvelle convivialité sociale est l'école. Ont été appliquées les activités axée sur jouets chantées avec des étudiants afin d'évaluer l'importance de leur dans le processus de socialisation. Les résultats ont été obtenus au cours des discours, des analyses d'un questionnaire avec les questions ouvertes et fermées, où l'enseignant pourrait rendre vos considérations, en plus de l'analyse des modèles qui ont été faites par les enfants après chaque intervention. De cette façon, nous trouvons réflexions et questions sur l'univers des jouets Sung et ses interfaces avec le processus de socialisation de l'enfant en éducation de la petite enfance.

MOTS CLÉS : Socialisation de l'éducation, chantée de jouets pour enfants,.

JUGUETES CANTAN EN LA DACRIANÇA DEL PROCESO DE SOCIALIZACIÓN EN LA EDUCACIÓN INFANTIL
RESUMEN

En este artículo se trata de una acción de búsqueda, cuyo objetivo fue analizar la importancia de los juguetes cantada en el desarrollo social de los niños pertenecientes a la educación de la infancia, más específicamente los niños entre 4 y 5 años de edad, porque esta es la fase en que el niño entra en una nueva convivencia social es la escuela. Fueron aplicadas actividades dirigidas a juguetes cantados con los estudiantes a fin de evaluar la importancia de ellos en el proceso de socialización. Los resultados se obtuvieron durante las intervenciones, el análisis de un cuestionario con cuestiones abiertas y cerradas, donde el profesor puede hacer sus consideraciones, además de los análisis de diseños realizados por los niños después de cada intervención. De esta manera nos encontramos con reflexiones y preguntas sobre el universo de los juguetes Sung y sus interfaces con el proceso de socialización del niño en la educación infantil.

PALABRAS CLAVE: Socialización educación, cantada de juguetes infantiles.

OS BRINQUEDOS CANTADOS NO PROCESSO DE SOCIALIZAÇÃO DA CRIANÇA NA EDUCAÇÃO INFANTIL
RESUMO

O presente artigo trata-se de uma pesquisa ação, cujo objetivo foi analisar a importância dos brinquedos cantados no desenvolvimento social de crianças pertencentes à Educação Infantil, mais especificamente crianças entre 4 e 5 anos de idade, pois é nessa fase em que a criança entra para um novo convívio social que é a escola. Foram aplicadas atividades voltadas para os brinquedos cantados com os alunos, a fim de verificar a importância dos mesmos no processo de socialização. Os resultados foram obtidos durante as intervenções, análises feitas a partir de um questionário com questões abertas e fechadas onde a professora pôde fazer suas considerações, além das análises de desenhos que foram feitos pelas crianças após cada intervenção. Dessa forma encontramos reflexões e questionamentos sobre o universo dos brinquedos cantados e suas interfaces com o processo de socialização da criança na educação infantil.

PALAVRAS-CHAVE: Brinquedos Cantados, Educação Infantil, Socialização.