138 - PROCESSES OF LEARNING LANGUAGES IN THE CITY WITH THE MORENA

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INTRODUCTION

Bethlehem from my charms
Here comes Bethlehem
Brazilian brunette,
hose with perfume,
dress of foliage.
And come next,
quick and cheeks,
as passing rain
refreshing the landscape.

Sylvia Helena Tocantins[2]

For the opening of this work lend the voice of poetry that invites us to know Bethlehem and its charms. City covered with green carpet, soaked earth of faith, tastes and smells, two hours of rain, the rivers of fresh water, fully translated in the city brunette hoses. This is our presentation of the city of Bethlehem, a cozy local curriculum for early childhood education that has focused strong Lyon language knowledge as drivers of childhood and the role of children.

The Municipal Education of Bethlehem from the year 2005 has guided for 35 units of Municipal Early Childhood Education -UMEI's development of a teaching job - curriculum with children aged 0 to 5 years in language and guided play.

Throughout these five years has focused the child with their languages, games and experiences as central to the curriculum of early childhood education, capturing their languages and children's play as drivers of development processes and learning in early childhood.

From this perspective, the Technical Team ETEI-Child Education has considered the possibility of continuing education is deepening theoretical and methodological, seeking to strengthen the identity of kindergarten teacher as a professional who has specific character as a mediator of learning and development of children babies and young children. Includes also the coordinator for this UMEI with the aim of reflecting on their practice as co-participate in teaching.

So in 2010, the ETEI held for engineers continuing education units of Early Childhood Education, with a view to approval of the National Curriculum Guidelines for Early Childhood Education -Resolution No. 5, December 17, 2009 and the preparation of Curriculum Guidelines for Municipal Children's Education, which require knowledge and deepening of the curriculum coordinator of the Units to be streamlined Municipal Child Education, electing a new way of perceiving the curriculum.

Our intention in this paper is to share experiences built with UMEI's coordinators, sharing learnings, experiences elapsed practice of continuing education in which we bet on a proposal to resume play in continuous motion integrated with expressive languages and children's games.

THEORETICAL AND METHODOLOGICAL TRAJECTORIES.

The proposed continuing education for early childhood education, developed by the Municipal Education of Bethlehem is part of the aim of ensuring the enhancement of educational coordinators of early childhood education, promoting their participation in continuing education programs in office, strengthening the arguments for definition of curriculum guidelines for the municipality and collectively reflecting on practice teaching in Early Childhood Education.

In the year 2010 with the general theme "Cultures children, languages and social practices" The team of Early Childhood Education organized and held meetings training for coordinators UMEI's aimed to facilitate studies and practical experience with the languages, supporting participants further theoretical and methodological framework of the curriculum for languages such as seeking a permanent look and attitude reflective and critical of their practice of social relations and also the daily life of children and their influence on their development processes and learning.

The programming of this training was organized by dialogic methodology, sensitive listening, in the words of Barbier (2002, p.94) in a "listen-see" as a possibility of listening exercise and knowledge based on "feel to know the universe affective, imaginary and the other cognitive. "So the first formation meetingendorsed the continued importance of verbal and nonverbalhuman formation and how necessary it be accepted in the education of infants and young children through different signs,which express the importance of language in daily life and history of man.

Writer and member of the Academy of Arts Para. Poetry"Bethlehem of my Charms" was set to music by composer EdyrProença Para. He received the Medal "E. D'Almeida Vitor "at the VI National Poetry Competition held in Brasilia in 1985.http://tucupi.wordpress.com/ access: 01 Nov. 2011.

Backed by an organization in small groups, experienced engineers and music drawing as expressive languages causing them to reflect the fact that reading and image analysis involves self-knowledge, culture and language in the assignment of meaning to art . Socialization of the dynamics we sought to argue that language is a form of knowledge constituted in relation to the other, enabling engineers to realize the relationship that has a drawing with the culture and social experiences of each subject.

Another important discussion in the field of language was deepening the dynamics that involves generating language learning as it is verbal and nonverbal, artistic expression, context, ideological power that the word carries, highlighted by Freire (1999) to explain that "language is knowledge," so to speak, gesture, draw we produce language, knowledge and use this construction signs.

The contents of the first meeting contributed to the coordinators to reflect what it takes to enjoy reading the signs in daily units kindergarten through readings of images, labels, posters, tickets, among others, so that the institutional environment itself is become a source for learning about the world of letters.

Our choice of the theoretical and methodological curriculum with reference to different languages is a political-pedagogical choice that is anchored in references Italians, whose founder and representative Loris Malaguzzi, educator of young children who participated actively in the context after World War II World in support of construction of public schools in Reggio Emilia and nearby cities located in northern Italy, which promote secular education, to appreciate the children, their childhood and the potential of their discoveries as the guiding pedagogical practices. The spread of this lived experience, among other things, to enhancing the role of elaborations in learning child, ensuring the full right of children and their families to early childhood education.

Our decision seeks to value the children in teaching practices and their knowledge mediated by a professional who is equally valued having access to the knowledge of your area and to experience practices committed to their emancipation. Thus the continuity of meetings of the methodology we chose continuing education through workshops, because if you believe in the appropriation of knowledge and expertise in the movement to think, create and act. For this, five workshops were held, called"scenic and musical language," "body and movement," "storytelling", "games and play popular" and "preschools andpopular songs."

Since we consider the child as a producer of languages, with the possibility of creating and recreating that "acts on the world through various forms of action" Gouvea (apud Carvalho et al2002, p.21) experience in the workshops that same look of creative sensibility coordinators for the proposition betting on a continued education that embraces fun and playful design of this child when he plays that produces culture through feelings, expressions, desires, curiosities, discoveries, with authentic voices, always open the possibilities of new productions.

The experience of organizing training rotation generating language showed us how much we need to encourage playful exercise coordinators permeated by the conception of a child whose reason is movement, ongoing communication and creativity.

We share with Moss (2002), Junqueira Filho (2006), hosting a civic conception of the child, with voices and rights to be respected, strengthening the image of a competent child, strong and powerful that it needs to be recognized, so we have invested on designs that take babies and young children as subjects of rights and have to possess sensitive, playful, sediment in a play culture originated in the context of social interactions as by Brougère invites us to think as (KISHIMOTO 2002, p.27).

So build a proposed training through workshops to promote this intentionality play culture was also challenging the training of teacher trainers to believe that proposition beyond the dynamics of the curriculum for language design had to invest in a lively, playful with art and to know in kindergarten. So the learning takes place in the workshops from the languages.

In the workshop of musical language and pedagogical work done scenic met several dynamics, such as the "Mirror", the "Artwork" and "Music: Vatapá" providing participants with moments of intense involvement, learning and discovery. At first the work, the teacher trainer used the dynamics of "Mirror" and "Artwork"providing much joy, fun and interaction among participants.

Different postures, poses and props helped to shape the scenarios in scenic areas of interaction, at which participants became "authors / actors" developing and demonstrating the ability to stage, to "travel" and "navigate" in the imaginary world .

In the second instance, took place the integration of music and scenic of the work of music by Dorival Caymmi Vatapá. The findings of different voices, instruments and sounds pushed the work with music. The group of participants at the end of the workshop, had built a beautiful production from the proposed work involving various languages.

At the time of evaluation, the participants praised and thanked the result of the work and indicate possibilities of implementation of practices of thinking and doing musical and scenic areas in education from kindergarten.

In Workshop Cirandas and popular songs of the development work took place in a practical and very dynamic, giving the participants knowledge about the historical origin of sieves and popular songs, their meanings and representations of the full circle dances in the formation of the subject. The circle dances favor the expression of feelings such as affection, closeness, harmony and friendship among their peers.

During the work, the group interacted with the involvement, enjoyment and interest reflecting on their experiences in educational spaces and the scope of applicability of the "sieve" in a child.

The wheel of songs and sieves provided the understanding of ethnic, cultural and religious so present in the socio-historical formation of the Brazilian people.

During the evaluation, the group of participants praised the work done by highlighting the ease of its implementation in educational spaces of early childhood education, since it does not require the acquisition and use of many material resources.

The workshop was organized body and movement dynamics and some games, such as: "the dance of animals and fruits," "the game of bartering", "storytelling", "storied gymnastics,""universaleducation chair "," Scottish dance "," musical design "and" relaxation techniques ", the goal was to guide through the experiences of educational practices, body movements, allowing participants to reflect on the importance of the movement for child development .

The job came with a lot of playfulness, represented by movements pleasurable stretching, relaxation, imitation,coordination, and messages.

At the time of evaluation, the group positively evaluated the work done in the workshop considering the importance of touch and body to the child's life. In addition, the workshop indicated possible dynamics to be experienced by children, teachers and other school personnel.

In the workshop fun and games were held and used different dynamic alternative resources, such as rings, matchboxes, coffee percolator, straws, Styrofoam balls, balloons, chairs, among others.

The development of dynamic linking provided more practical activities involving games and games with the reflections on the skills that could be built from the motor child.

The workshop was play games and bringing very dynamic possibilities of doing the same in everyday educational spaces, with the use of alternative materials such as coffee percolator, phosphorus and straw.

We hope that the intentions expressed in the reviews and all that was experienced in the workshop to come to the children, broadening their experience from an integrated curriculum with different languages.

The storytelling workshop aimed to provide educationalcoordinators, experiences with storytelling with the possibility of reframing the curriculum planning for languages.

This interactive space was spurred on by the teacher to talk the talk, reading and discussion of the proposed activities expressed in the release of its programming and routing methodologies.

We performed a dynamic presentation, dissemination and exploitation of children's storybooks exposed in a quilt, giving all participants the opportunity to choose and select a story to read it, and then organize a movement of storytelling, observing: tone of voice, gaze directed to the speaker - for teachers, children -learn the content of the text read. At this point, the instructoremphasized the importance of storytelling for children, emphasizing the "figure of the counter," demonstrating the difference between fundamentals and read stories to tell.

The workshop ended with a performance of storytelling activities from reading the following stories: "Mary goes to the other," "Beenosy", "Pereira Matinta" and "the frog sapeca." In this movement of storytelling, there was involvement, dynamism and creativity of engineers.

It was a very productive workshop, with light, because the proposal requires a lot of storytelling and reading a lot of listening.

FINALLY ... SOME LEARNING

Our conclusions, however provisional, indicate continuity of continuing education that embraces the playful dynamic with the coordinators of early childhood education in order to encourage practices that respect the times and rates children's play to cultivate sources of knowledge in the formation of babies and young children.

As relevant aspects of this project training designed to socialization by living languages and circuits and games made possible knowledge, playfulness, sense and meaning of the different ways of perceiving and knowing the world as well as revisit some learning, in which the coordinators revisit some places, feeding their expressiveness and perception of the world and aspiring for learning by the sensitivity of self, other and context.

We selected some records of evaluation of training, among others, indicate that these perspectives:

"In a better world for our children, who really live their stage in a creative and fantasy. Improve my work (performance) with teachers from kindergarten. The storytelling is a starting point, and much more to learn. "(Reflection of a teacher)

"collaborate more in the space that I work (school) helping teachers improve their practices in the storytelling."(Reflection of a teacher)

"The quality early childhood education, thinking about the full education of the child in a place as a human being [...]"(Reflection of a teacher)

"I believe this meeting to be this way, with the conversations, exchanges of experiences, experiencing, knowing a little bit of storytelling, like that nice, pleasant, interesting, finally ".(Reflection of a teacher)

"The workshop" sieves "contributed knowledge about the diverse practice developed within the Unit. It was quite enjoyable to experience the different movements and songs, many of them unknown to me. I'm sure that these experiences will enrich our working group and the process of language developed with the children. "(Reflection of a teacher)

Wetting of that look of acceptance of diversity of languages, of different forms of knowledge of the world, in the words of Garcia(2000, p.12) is that diversity and enchantment "Musicalize life poeticize life, smell the life, enjoy life, sing and dance to life, to see the beauty of life, make life beautiful. "So it is possible to develop curricula in kindergarten strengthened ties with the construction of a pedagogy of early childhood education, fun and playful that contributes to the identity of being a child and their overall development in a city that welcomes and respects the children with their prospects. (StretchWiki , 2007).

Through the circuit of play experiences and training from the curriculum to the languages perceive situations as opportunities for training and propositional statements that coordinators were encouraged to guide teachers in planning of new methodologies for instigating the pleasures of the child's knowledge.

Many roads are still being built, but already share many joys in terms of educational work with children in our city brunette. We believe in the commitment of teachers and coordinators in the construction of a kindergarten citizen, sensitive, installed in bonds of complicity, of affections and shares of different place and time relationships, expressed these views during the meetings of our continuing education.

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PROCESSES OF LEARNING LANGUAGES IN THE CITY WITH THE MORENA

ABSTRACT

This socialization is part of the continuing education for engineers and teachers of Early Childhood Education Units - UMEI's City Department of Education Bethlehem Pa, developed in 2010. It is based on theoretical and methodological Barbier (2007), Moss(2002) Junqueira Filho (2006), Edwards (1999), among others. Our intention is to share experiences built with UMEI's coordinators, sharing learning, experiences elapsed training practices continued to bet on a proposal to resume play in a continuous movement integrated with expressive languages and children's games. Relevant aspects of this work lie in the ongoing training and development of the pedagogic coordinator who works in child rearing practices and that results in more qualitative valuing the child and childish playfulness ultimately greater involvement of engineers and educators in organization and interactive play areas in early childhood education.

KEYWORDS: Multiple languages; Exploitation of children; playfulness;

PROCESSUS D'APPRENTISSAGE LANGUES DANS LA VILLE AVEC LE MORENA

SOMMAIRE

Cette socialisation fait partie de la formation continue pour les ingénieurs et les enseignants du Early Childhood Education Units- UMEI de Ville ministère de l'Éducation Bethlehem PA, développé en 2010. Il est basé sur théoriques et méthodologiques Barbier (2007), Moss (2002) Junqueira Filho(2006), Edwards (1999), entre autres. Notre intention est departager des expériences construites avec les coordonnateursUMEI, le partage des apprentissages, des expériencespratiques de formation continue s'est écoulé à parier sur une proposition visant à reprendre le jeu dans un mouvement continuintégré à langages expressifs et jeux pour enfants. Les aspects pertinents de ce mensonge de travail dans la formation continueet le développement de la coordinatrice pédagogique qui travaille dans les pratiques de l'éducation des enfants et que les résultats de plus qualitative valorisant l'enfant et enfantillagefinalement une plus grande implication des ingénieurs et des éducateurs organisation et les aires de jeux interactifs dans l'éducation de la petite enfance.

MOTS-CLÉS: Plusieurs langues, l'exploitation des enfants; ludique;

PROCESOS DE APRENDIZAJE IDIOMAS EN LA CIUDAD CON LA MORENA

RESUMEN

Esta socialización es parte de la educación continua para los ingenieros y maestros de principios unidades de Educación Infantil - Ciudad Umei del Departamento de Educación deBethlehem, PA, desarrollado en 2010. Se basa en la teórica y metodológica Barbier (2007), Moss (2002) Junqueira Filho(2006), Edwards (1999), entre otros. Nuestra intención es compartir las experiencias construidas con los coordinadores deUmei, compartir aprendizajes, experiencias prácticastranscurrido formación continua para apostar por una propuestapara reanudar el juego en un continuo movimiento integrada conlenguajes expresivos y juegos infantiles. Aspectos relevantes de este trabajo se encuentran en la formación continua y el desarrollo de la coordinadora pedagógica que trabaja en las prácticas de crianza de los hijos y que los resultados de la valoración más cualitativa del niño y el juego infantil, en última instancia, una mayor participación de ingenieros y educadoresen organización y áreas de juegos interactivos en la educación infantil.

PALABRAS CLAVE: Varios idiomas, la explotación de los niños, alegría;

PROCESSOS DE APRENDIZAGEM COM AS LINGUAGENS NA CIDADE MORENA

RESUMO

Esta socialização é parte do projeto de formação continuada para coordenadores e professores de Unidades de Educação Infantil – UMEI's da Secretaria Municipal de Educação de Belém- Pa, desenvolvido no ano de 2010. Fundamenta-se no referencial teórico-metodológico de Barbier (2007), Moss (2002) Junqueira Filho (2006), Edwards (1999), dentre outros. Nossa intenção é partilhar as experiências construídas com coordenadores das UMEI's, compartilhando os aprendizados, as vivências decorridas das práticas de formação continuada que aposta numa proposta de um currículo lúdico em movimento contínuo integrado com as linguagens expressivas e brincadeiras infantis. Os aspectos relevantes deste trabalho situam-se na formação continuada e valorização do trabalho pedagógico do coordenador que atua na educação infantil e que resulta em práticas mais qualitativa com a criança valorizando a ludicidade e as brincadeiras infantis, por fim maior envolvimento de coordenadores e educadores na organização de espaços lúdicos e interativos na educação infantil.

PALAVRAS – CHAVES: Múltiplas linguagens; Valorização da criança; Ludicidade.