146 - LEARNING THE HOLIDAYS: ATOUR OF BETHLEHEM

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INITIAL WALKING TRAILS

The child as a being that develops is considerably able to see the child with his interpretation of people, things, animals, plants, and everything about the world. Your perception is intensified when the adult intentionality is guided to realize this potential and to instill positive that childhood is not simplified by chance and / or undeserved by retrograde concepts of devaluation of children's thinking.

Thus, we agree with Smolka & Goes (1995) in the direction of the teacher need to become a guide, able to encourage children to navigate the knowledge to make their own discoveries and develop their ability to observe, think, communicate, and create in this sense the sign language-body comes as a major incentive for this process of growth of the child.

It is necessary to conceive a child through his body, develops his educational process because it is stored characteristics of life, which cries out to be concrete, meeting the needs of its reality and vice versa. This question in turn should promote the educational work of the kindergarten teacher beyond the simple task of motor action, bringing their practice to an educational activity.

So the movements give the child freedom to live your world with more pleasure enhancing their ability to travel and explore the world around them, giving them more knowledge of your body and developing his intelligence. The more movement and exploration of the world, more children have their cognitive, affective and social and motor skills to a high level of quality that brings best for babies and young children lived in actions security.

Based on the concept that the child can and should be perceived and valued in its broadest sense, we developed the project :"Playing and learning holidays: a stroll through the streets of Bethlehem", placing the institution of early childhood education integrated the unique needs of childhood. Therefore, based on the principle of comprehensive education is meant as relevant contact, more intense, these children with their cultural heritage, or places they can visit while having leisure and knowledge about the history of your city, and the culture in general, the experience earned him a citizen.

The child is born with an extraordinary capacity for socialization, learning in social interaction with more experienced peers to help in the processes of learning and development. On the play, its essential language of communication with the world, starts his movements, from simple to more complex that allow the child the knowledge of himself and the world, invites us Debortoli (2002,p.86).

The play is human expression, is a language is a process by which we humans, collectively mean the world. Meaning that can be shared, dialogued, disagreed, rebuilt, overhauled. Meanings that can be manifested by our multiple forms of expression, our voice and our words, the increased sense we can achieve. Language, speech, voice becomes human experience, which becomes the body.

For this reason we provide children an enriched and dynamic design of learning situations that favor its full development, the interactions that allow the various languages childhood experiences.

To this end, the learning situations for children were organized from the language of culture as a driver of educational work, and musical languages, visual and plastic and emerging learning, present in the dimension of art and culture, told in the course below.

MEETING WITH LANGUAGES - THE METHODOLOGICAL

We start with the assertion by Brougère (2002) posits that children do not grow crops in the symbolic universe of unique childhood, this universe is not closed - on the contrary, is more than any other, very vulnerable, such relationships are formed in the context of interactions social. Thus culture plays an important role in the child's life when viewed as a social, historical and cultural. However, the child is not merely the result of their socio-cultural context, but the author of his own story, she is a competent and be actively producing culture, interact with games that portray the characteristics of its people, its place in which requires addition of cultural contact, scaled by other movements other ways of knowing the world.

Thus the child also produces a play culture in social and historical context in which knowledge, learn, create and recreate their way of playing, the culture within which they live. It is understood, therefore, that culture is playful emergency room and enrichment produced in social interaction and assumes that interpretations of the meanings given to objects in this interaction (by Brougère, 2002).

The musical language is one among many other possibilities of knowledge production childhood, which was present in a way of listening pleasure, leisure, relaxation and culture in or out of drive space. For this assertion there because we believe that art can be counted on the habits and characteristics of a people of aregion and / or a nation. It is also a language that makes reference to a context of cultural experiences brincantes, which seek to remember and learn from games and rhymes as present in the oral expression of children.

From this principle we developed our pedagogical actions for and with children, guided in languages such as sources of learning and development. They are also possibilities for knowledge and reading of the child's world, the culture of the place, as well as the perception expressed by the child lived, and providing opportunities to live with them their city, and learning it to "grow" and say to know it to others, with autonomy and feel part of the medium in which it operates.

Our tour included methodological trajectory to some sights and cultural city of Bethlehem, where we experienced in walking pleasure, look for some new discovery and other looks of wonder and strangeness associated with learning, leisure and play.



Photo1. Walk to the Ver-o-Peso
Source UEI Pratinha



Photo 2. Ride the Farm Model
Source: UEI Pratinha

Actions developed with culture and movements brought development opportunities on the physical aspects of each child, creating new relationships with your body, revealing new stage of learning.



Photo 3. Knowing the culture of Pará
Source: UEI Pratinha

The methodology organized through language and culturallanguages driving emerging musical, bodily-gestural-visual and plastic, were in the process of challenging learning situations that included tours, questions and perspectives for expanding children's knowledge

The cultural language was contemplated, by visiting a few landmarks in the city of Bethlehem: House of Eleven Windows, Mercado Ver-o-Peso, Corvette Navy and the Sé Cathedral From the contact of children with such elements, tour learned, children and teachers about the importance of each, its history and architecture, in a language easily accessible for children to understand the historical significance of each. Knowing the market in Ver-o-Peso a variety of fruits and foods of our region as well as the architecture of the mansions of the historic center and its Portuguese tiles.

We organize workshops of dance and music within the unit, valuing Carimbó, Para dance, telling about their appearance, their characteristics and clothing. We tunes of wheels, watching their characters and their rhythms, learning to play and culturally rich during the holidays.

The musical language was crafted by the music, through songs of the stamp and the wheels of our region, where we offer interactive spaces decorated and inviting, where they played several songs and dances, among them the following: "The dance of stamping, stamp Monkey , girl tacacá, Xenga, Xenga Pará, timestamp hummingbirds, dancing girl, beans on the stove, Juliana stamped On the grass, woven by the wheels: imagination, Juvenile A beautiful Rose, I have a doll like that, I lost my ring at sea. "





Photo 4. Experimenting with props and costumes Photo 5.Knowing the pace of Pará
Source: UEI Pratinha Source: UEI Pratinha

Sign language-body connectivity was literally a musical language, which encourage children to make their movements, gestures, expressions and movement, through the dances and songs Carimbó wheel in a spacious and organized so that they feel free to express themselves and realize their movements.

Plastic-Visual Language, developed in the interactive space, workshops called, was by the display of drawings relating to environmental education related to the songs and musical wheel. From these views invite children to cook from scraps and plastic bottles, cartoon characters and songs, sharpening your imagination, fantasy and creativity, through creating and recreating in junk shops. The children made drawings and illustrations to recount from the tours to the sights and the ModelFarm, culminating in the painting and illustration of a ceramic tilealluding to uncover during the visitation of the houses in the historic center of Bethlehem



Photo: 6: Artistic ceramic bowl and miriti
Source: UEI Pratinha

The development of this project in several languages during thesummer camp this fall of 2011, was notable both for children andteachers providing opportunities for them a vast knowledge about the local culture and a new look at the history of life for all.

OUR MEMORIES AND LEARNING

Recalling our learnings, we consider the importance of childrenhaving to learn the premise of first-order the game together with other languages. With freedom to be a producer of his own knowledge, respecting the time and experience of each one in particular and characteristic of each child.

In this dimension our responsibility as educators is expanding in the face of a challenging new context of learning, established via a circuit of several languages, involving collective responsibilities of the educational institution, community and family.

On the tour to market the Ver-o-Peso, the children had the opportunity to experience various cultural events, learn about the daily life of the place. Were encouraged to learn or re-translateinto their language, culture Pará, including in his repertoire, knowledge about the culture of his people, strengthening their identity and bringing children to their family context, explored experiences in places that surround it, forming relationships with others and with the environment.

Regarding sign language, body, arising from the musical language suggest broad movements, in order to involve different expressions of the children is the music slower or busy with different rhythms chosen for and with children, understanding that they also choose cultural repertoires, but who need access to musical diversity.

Actions developed with culture and movements have brought opportunities for developments in the physical aspects of each child, creating new relationships with your body, revealing new stage of learning and valuing the rights of the various languages and childhoods, strengthening human values, solidarity, respect offering to life the myriad of rich and meaningful experiences through educational performances, directed the peculiarity of the child.

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ABSTRACT

The work presented is the result of a project called "Playing and learning holidays: a stroll through the streets of Bethlehem "developed in Unit Municipal Kindergarten Pratinha-Belém-Pará, in the current year, which aimed to create opportunities children's access to some sights of the city of Bethlehem, promoting learning so enjoyable, cultural and entertaining a proposal inside and outside the educational institution where the child was encouraged to learn their city focusing on culture, leisure and play. The methodology was organized by the cultural languages, musical, bodily-gestural-visual and plastic. As relevant aspects of the situations recorded strengthened by learning several languages, which promoted greater interaction and socializationof children in the findings of the cultural heritage of the city, expressed by the design, creation and movement of the culture acquired and rebuilt by the child. Another relevant aspect was the socialization of knowledge of children with their parents or guardians, in which the acquisition of knowledge was learned and "reinvented" by children, these aspects, significant for children living citizen.

KEYWORDS: childhood, citizenship, culture.

APPRENDRE LES VACANCES: UN TOURDE BETHLEEM

SOMMAIRE

Le travail présenté est le résultat d'un projet appelé «Jouer etapprendre vacances: une promenade à travers les rues de Bethléem» développé en maternelle Unité municipalePratinha-Belém-Pará, dans l'année en cours, qui visait à créerdes opportunités d'accès des enfants à certains curiosités de la ville de Bethléem, la promotion de l'apprentissage si agréable, culturel et divertissant une proposition à l'intérieur et l'extérieur del'établissement d'enseignement où l'enfant est encouragé à apprendre leur ville en se concentrant sur la culture, des loisirs et de jouer. La méthodologie a été organisée par les languesculturelles, musicales, corporelles, gestuelles-visuels et plastiques. Comme les aspects pertinents de la situationenregistrée renforcée par apprentissage de plusieurs langues, qui a favorisé une plus grande interaction et de socialisation des enfants dans les conclusions de l'héritage culturel de la ville,exprimée par la conception, la création et le mouvement de la culture acquise et reconstruite par l'enfant. Un autre aspect pertinent est la socialisation de la connaissance des enfantsavec leurs parents ou tuteurs, dans lequel l'acquisition de connaissances a été appris et «réinventé» par les enfants, ces aspects, importants pour les enfants qui vivent des citoyens.

MOTS-CLÉS: l'enfance, la citoyenneté, la culture.

APRENDER LAS FIESTAS: UNA GIRA DE BELÉN

RESUMEN

El trabajo presentado es el resultado de un proyecto denominado "jugar y aprender festivos: un paseo por las calles de belén", desarrollado en la unidad de kindergarten municipalpratinha-belém-pará, en el año en curso, cuyo objetivo es crear oportunidades de acceso de los niños de algunos lugares de interés turístico de la ciudad de belén, la promoción del aprendizaje tan agradable, cultural y de entretenimiento de una propuesta dentro y fuera de la institución educativa donde seanima al niño a aprender de su ciudad se centra en la cultura, elocio y el juego. la metodología fue organizado por los idiomascultural, musical, corporal-gestual-visual y plástico. Como aspectos relevantes de las situaciones registradas reforzada poraprendizaje de varias lenguas, que promueve una mayor interacción y socialización de los niños en las conclusiones del patrimonio cultural de la ciudad, expresada por el diseño,creación y movimiento de la cultura adquirida y reconstruida porel niño. otro aspecto relevante fue la socialización del conocimiento de los niños con sus padres o tutores, en el que se conoció la adquisición de conocimientos y "reinventado" por los niños, estos aspectos, importantes para los niños que viven los ciudadanos.

PALABRAS CLAVE: la infancia, la ciudadanía, la cultura.

APRENDENDO NAS FÉRIAS: UM PASSEIO POR BELÉM

RESUMO

O trabalho apresentado é resultado de um projeto denominado “Brincando e aprendendo nas férias: um passeio pelas ruas de Belém” desenvolvido na Unidade Municipal de Educação Infantil Pratinha-Belém-Pará, no ano corrente, cujo objetivo era oportunizar o acesso das crianças a alguns pontos turísticos da cidade de Belém, promovendo o aprendizado de maneira prazerosa, cultural e lúdica numa proposta dentro e fora da instituição educativa em que a criança foi incentivada a aprender sua cidade focando a cultura, o lazer e a brincadeira. A metodologia foi organizada por meio das linguagens cultural, musical, gestual-corporal e plástico- visual. Como aspectos relevantes registramos as situações de aprendizagem fortalecidas pelas diversas linguagens, as quais promoveram maior socialização e interação das crianças nas descobertas do patrimônio cultural da cidade, expressadas pelo desenho, criações e movimentos adquiridos sobre a cultura e recriados pela criança. Outro aspecto relevante foi a socialização do conhecimento das crianças com seus pais ou responsáveis, no qual esta aquisição de saberes foi aprendida e “reinventada” pelas crianças, aspectos estes, significativos para a vivência cidadã das crianças.

PALAVRAS CHAVE: Infância, cidadania, cultura.