153 - PLAYFUL TRAINING FOR TEACHERS OF EARLY CHILDHOOD EDUCATION

RENATA SALES PENA
MARIA CELIA SALES PENA
ROSA MARIA ALVES DA COSTA
SECRETARIA MUNICIPAL DE EDUCAÇÃO DE BELEM
BELÉM/ PARÁ/BRASIL
renasapena@hotmail.com

First words ... An invitation to play!

> Playing, teachers and children can make a very strong partnership and achieve much in each other's lives, family, school and humanity. (Junqueira Filho, 2004, p.1).

Give status of excellence of play in human life is to ensure a privileged space of creation, imagination and invention. It humanize themselves. So we must remember the vital role of play in human development, not just the time when we were children, but that these brands in printed and made us as a person and we constantly monitor how lifelong learning.

From our childhood time, many memories of games remain alive, ie recollection them to revisit places, playmates, pleasant moments, sad, happy and challenging situations that provoke us all the time. For this reason we agree with Junqueira Filho (2004), Fortune (2012), Kishimoto (2002), Debortoli (2009) and many other authors who discuss the play as learning to life, language and core priority of the child.

Accordingly discuss forming playful teacher of infants, toddlers and preschoolers is essential in the face will need to recognize that children's development and learning are done through games and interactions.

Thus we believe that valuing playfulness in teacher education child is also establishing relationships that teachers have with the play, considering their personal stories, their teaching and their training.

In this sense the play of rain, swimming in the river, playing badminton, skipping hopscotch, jump rope, play wheel, riding a wooden leg, foot tin of fire, a furnace mouth, finally many other games can be motivating for development and learning in teaching practice in the context of early childhood education.

It was because he believed in the potential of playing and watching and listening to the pedagogical practice of teachers of a Child Public Education Unit which signaled questions about the importance of play in early childhood that this work was born. The general aim was to provide preschool teachers knowledge about the game development process and how children learn, and how specific objectives provide a playful dimension in teacher training for early childhood education, pointing out the contributions of play to the comprehensive development of babies , toddlers and preschoolers; include the games as learning situations in the context of early childhood education.

This is a bet yet shy, for the great invitation is instigating the whole body of the teacher to remember to play, making this challenge of playing is a wrapper for other creations, inventions and knowledge sharing by children and adults.

Because training fun for the teacher of early childhood education?

We understand that in-service training is an essential tool in personal development and professional growth as a teacher. Thus the intention to conduct playful training was also evidence that the teacher can and should allow time and space for children to play in the context of early childhood institution.

In line with the proposals of the project continuing education of UEI, coordination pedagogical organized monthly in-service trainings, whose themes were derived needs known and considered in the diagnosis of children held at the beginning of the school year of 2012, through home visits and observation of the child in institutional routine. [1]

The meeting in-service training was conducted by the workshop "Play in the context of early childhood education," the State Park "Utinga", having as ministering to physical education teacher Rosa da Costa and 14 participating teachers and one educational coordinator. [2]

The workshop was held in a spacious, ventilated and very wooded which was fundamental to the well being of all. Organized in small groups, the teachers experienced seven games. The first game was running the foot of cans, realized by double, in which the teachers could play balancing on cans having a set route to fulfill. Those who had difficulties were supported by the other, until he could lose the fear and ventured to play.

Jokingly ring was formed two teams, each composed of seven components, which could play and have fun when hammered a quantity of rings on each arc in the group.

In the game of passing - ball (with straw and Styrofoam ball) was more than fun, very contagious. The teachers were concentrated in the exercise of balancing the ball in the air, holding the breath and holding the straw from one component to another until the last group, so the group that won got to the end without letting the ball drop.

In the game of basketball, the teachers were organized into two groups, the group that I hit the largest quantitative throwing the ball to the basket wins. By rocking the pot pourri of rhymes teachers participated in Balloon dance, play demanded concentration in dance with the balloon and the most interesting was to not let the balloon drop or burst, the involvement was contagious, while they danced, played releasing laughter.

With the chair dance was no different this joke to rocking songs sounds that travel in cars, radios novels and other environments that are part of our culture Pará, the teachers were invited to play in larger groups, the joke was to dance to around the chairs and when the music stopped, all needed to find a chair to sit down, stand up one that was asked to leave the game.

At the end of the games we formed two teams in columns, humming the song "slight rode the boat, walked on the sea ligeirinho ..." and by means of gestures and movements, we watched the movements that the boat was at sea using the body as the main instrument for involvement in the hoax. The interesting thing was that the teachers were able to engage more timid, constituting an integral part of the experience.

The development of play provided more articulation of practical activities involving games and play with the theoretical reflections about the skills that could be built from the experiences with the children.

This training event allowed us to discuss the importance of play in early childhood education curriculum. According to Article 9 of DCNEI'S (2009) pedagogical practices should take as a guiding pedagogical work interactions and games, as it is

understood as an activity driver of child development that promotes self-esteem and children's learning in creative ways via cooperation, solidarity and autonomy, the teacher must plan and organize the space, time and materials in order to promote the game to children.

The discussions on the proposed in-service training and continuing education for early childhood education, the municipal schools of Bethlehem, also indicate the teachers are teaching and the coordinator responsible for ensuring and enrich the games organizing space and time in the daily lives of these institutions to while free actions, initiated and driven by children without the requirement of a final product. (SEMEC, 2012).

We realize that some of the propositions brought by training were inserted into the teaching practices, suggesting significant changes in some aspects of daily livings, being included in the process of development and learning of children, either in planning or in daily learning situations organized both inside the room classrooms, and spaces outside the UEI, ensuring a sense, the child's right to play in the educational institution and intentional planned by the teacher.

Another important aspect was to some teachers will participate in the games with the children, sharing joy, cooperation and also challenges. Often reversing the roles, time teachers "learned" hour "taught", perceiving themselves thereby changing postures and design of the game as their importance for the development and learning of children, enabling increasingly involvement with the playfulness in their teaching practice, as well as expanding opportunities for other actions to be planned.

> We believe that the experience of playing rich enables us to approach and involvement with children, finding them in their unique time of discovery, invention, knowledge, experience infinite forms of human speech and language. As the games are rememoradas and experienced by teachers and children, you can check a collective history that brings out different trajectories and relationships, enabling us to better understand both children and teachers, we. (DEBORTOLI et al, 2009, p. 107).

So we understand that the games are historical, cultural revealing part of our identity and history. It is also the right of all to experience as part of life, especially in educational institutions with the children and their teachers and their teachers, as they are humanizing-enhancing experiences, recreational, ethical processes that expand knowledge and sensitive both in educational institutions as teacher training.

Furthermore, we verify the existence, by a group of teachers from UEI, a discourse and a practice quite contradictory. In training, the teachers argue theoretically the necessary inclusion of the game in the universe of kindergarten and pre-school, however, can not perform work that contemplates how the process of development and learning of children, which was also seen in the experiences of play in spacetimes chosen to play with the child and the teacher in play with the child.

In this perspective the training undertaken brought other reflections alerting us that the design of the play of early childhood education teachers need to deepen as sharing, registration, ownership, reconstruction and creation expressed in concrete practices in both projects the class, as in other everyday situations and to realize that UEI is place to play, to instigate, to learn and create many jokes.

The game needs to be constant theme of continuing education at UEI as a process of learning from teachers, without being regarded as static knowledge, neutral, or even just as spontaneous studies texts, but rich mediation and collective construction in playing with children therefore

> [...] The play teaches the teacher how children learn, relate, raises hypotheses, is expressed - is a wealth of information about life intellectual, social and emotional that child. The teacher who realizes the importance of the game and play to child development, creates situations and problems proposes, assumes his condition pair interaction, their responsibility in the cognitive, psychomotor and psychosexual that playing favors. At the same time respects the course of play, which will end the activity, assuming your random component and extent of autonomy of children. rigor and the joy of playing together? As Foucault said, "unhappiness did not want to walk along with the euphoria rigor" (1988, p.16). The teacher can not give credit to unhappiness! Need to know and enjoy playing with babies and children, also developing his acting playfully. (Fortune, 2012, p.43-44).

Thus investigating the favorite games, elaborate collection of jokes (hearing children and their families, teachers and other professionals in the institution), building toys, new ways of doing anyway, think, discuss, engage and organize games and play with the children, results in cultural and social experiences of intense circulation of culture, human condition of teachers and child's right and obligation of educational institutions with childhood.

Understand that the joke is paramount in playful teacher training, because when it develops a teaching job in playful perspective understands that playing for children is their way of life, and learn to grasp the world and from observation and reflection that makes actions that the child performs the play brings concrete possibilities to reconstruct their chances to change and create new work proposals along to children. It is thus a path closer to the child, the teacher consider it in its planning respecting it in its specificity of human being.

Understand the play as a priority activity of the child's development and learning teaches professionals who share collective environments of early childhood education, particularly teachers that playing is observation, reflection and knowledge of the child, as advocated Fortuna (2012, p.43).

> Play and learn teach the teacher, through its action, observation and reflection, constantly articulated how and what the child knows. In this shared space of trust, the teacher is authorized by the child to know something about it, because who plays jokes or jokes for and with someone. The play allows the development of the meanings of learning, and when the teacher instrumentalizes intervenes in learning. It is, however, an open intervention: there is no way to enclose it under pain of ending the play. Based on provocation and challenge, playing in the intervention does not correct or determines actions, but discusses and supports; Brougère to repeat, "incites" (1998, p.5).

Thus the unit of preschool curriculum that focuses on teacher training play as theme can have more quality in the integral formation of children, as it also educates teachers to realize the richness of the processes of learning, creativity, imagination fired by child's play.

Words interim .... invitations of endless blogging!

Entranced by the fascinating way that kids play with our words we provisional, because you can not end this treadmill of life. Life permeated dream, songs, poetry and many plays which teach us that as teachers of infants, toddlers and preschoolers to signal continuity training with playful perspectives to all early childhood professionals, in order to encourage practices respecting the times and rhythms for children, cultivating the games as sources of learning and development.

How relevant aspects of this formation meeting playful, conceive we can not forget the jokes and letting it flow only in memory, much more than that, we need teachers brincantes, planning languages circuits and play with space, time and permission for children play.

We understand that education teacher in your child must have experience of training meetings playful situations, reflections and sharing watching the kids play. We believe that investing in thematic play qualifies pedagogical practice, as well as gives the teacher to understand the meaning conditions, the extent of play, relationships and living with her in his pedagogical work.

We bet that host the game look like human expression, the source of learning and development, therefore, potential for humanizing experiences, either in life or child in teacher defend the game in its grandiosity learning task in life. So it is possible to weave into the curriculum of continuing education teacher kindergarten wires brincantes playful and contributing to the identity of the child and the teacher brincante, a perspective that welcomes and respects children and their teachers.

[1] The training workshop playful "Play in the context of early childhood education" was part of the study monograph entitled The Continuing Education as a Pedagogical Assignment Coordination: an analysis from the experiences in a Municipal Child Education Unit in Belém - Pará, presented to the Specialization Course in Early Childhood Education, Institute of Education Sciences, Federal University of Pará, under the guidance of Prof.. Dr ª. Celi da Costa Silva Bahia.

[2] The State Park Utinga (peut), with an area of 1,340 hectares, the equivalent of more than 1,300 football stadiums, located between the towns of Bethlehem and Anantapur, is the largest nature conservation area with full protection of the Metropolitan Region Bethlehem Known popularly by the Lagos harbor Bologna and Black Water, which supplies 60% of the water that reaches the houses of the cities of Bethlehem and Anantapur Marituba through Sanitation Company of Pará (COSANPA), the Park still gets in your space the Army and the Brazilian Agricultural Research Corporation (EMBRAPA), who use the area for research and development activities.

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PLAYFUL TRAINING FOR TEACHERS OF EARLY CHILDHOOD EDUCATION

ABSTRACT

This article is part of a project socialization training of kindergarten teachers in the context of work on Municipal Drive Early Childhood Education (UEI) Pratinha integrated the Municipal School of Belém / Pa, developed in 2012. It is based on the theoretical framework of Debortoli (2009), Kishimoto (2002), Fortune (2012) among others. Aimed to promote awareness about childhood games; provide a playful dimension in teacher training for early childhood education, pointing out the contributions of play to the comprehensive development of babies, toddlers and preschoolers; include the games as learning situations in context of early childhood education. The methodological approach adopted was subsidized by the qualitative approach, understanding that best responds to the theme linked to human phenomena, social or educational, which often do not allow to be measurable or quantifiable. In qualitative research the subject, in this case, teacher and trainer, were involved in a production situation of knowledge about the reality in which they are immersed, giving the meanings, interpretations, meanings and or (re) significations. Relevant aspects of this work lie in the quality of early childhood education teaching practice mediated processes jokes and playful, as when planning space and time to play allows up welcoming environments, challenging, interactive and inventive, valuing knowledge, languages, experiences and knowledge of the child, therefore, is proposed to play and brincantes pedagogical practice that is likely to meet the needs and interests of children legitimizing an education articulated playful dimensions expressive-motor, affective, cognitive, linguistic, ethical, aesthetic and socio-cultural child in favor of their integral formation.

KEY-WORDS: Jokes, Early Childhood Education; Training playful.

FORMATION DES ENSEIGNANTS LUDIQUE DE LA PETITE ENFANCE

RÉSUMÉ

Cet article fait partie d'une formation de socialisation des enseignants de la maternelle projet dans le cadre des travaux sur Municipal Drive éducation préscolaire (UEI) Pratinha intégré l'École Municipale de Belém / Pa, mis au point en 2012. Il est basé sur le cadre théorique de DeBortoli (2009), Kishimoto (2002), Fortune (2012), entre autres. Visant à promouvoir la sensibilisation aux jeux de l'enfance; donner une dimension ludique dans la formation des enseignants pour l'éducation de la petite enfance, en soulignant les contributions de jeu pour le développement global des bébés, tout-petits et enfants d'âge préscolaire; inclure les jeux comme des situations d'apprentissage en contexte de l'éducation de la petite enfance. L'approche méthodologique adoptée a été subventionné par l'approche qualitative, comprendre mieux qui répond à la thématique liée aux phénomènes humains, sociaux ou éducatifs, qui, souvent, ne permettent pas d'être mesurable ou quantifiable. Dans la recherche qualitative fait l'objet, dans ce cas, l'enseignant et de formateur, ont été impliqués dans une situation de production de connaissances sur la réalité dans laquelle ils sont plongés, donnant les significations, les interprétations, les significations et ou

(re) significations. Les aspects pertinents de ce mensonge travail dans la qualité de l'éducation de la petite enfance processus d'enseignement blagues médiation pratiques et ludiques, comme lors de la planification d'espace et de temps pour jouer permet jusqu'à environnements accueillants, difficile, interactifs et inventive, les connaissances, l'évaluation des langues, d'expériences et la connaissance de l'enfant, par conséquent, il est proposé de jouer et brincantes pratique pédagogique qui est susceptible de répondre aux besoins et intérêts des enfants légitimant une éducation articulés dimensions ludiques expressive-moteur, affectif, cognitif, linguistique, éthique, esthétique et socio-culturelle enfant en faveur de leur formation intégrale.

MOTS - CLES: Blagues, de l'éducation de la petite enfance, la formation ludique.

FORMACIÓN DE PROFESORES DE PLAYFUL EDUCACIÓN DE LA PRIMERA INFANCIA

RESUMEN

Este artículo forma parte de un proyecto de formación socialización de los profesores de preescolar en el contexto del trabajo en la unidad de Educación Infantil Municipal (UEI) Pratinha integrado la Escuela Municipal de Belém / Pa, desarrollado en 2012. Se basa en el marco teórico de Debortoli (2009), Kishimoto (2002), Fortune (2012), entre otros. Destinado a promover la sensibilización acerca de los juegos infantiles, proporcionar una dimensión lúdica en la formación docente para la educación de la primera infancia, destacando las contribuciones de juego para el desarrollo integral de los bebés, niños pequeños y preescolares; incluir los juegos como en las situaciones de aprendizaje contexto de la educación de la primera infancia. El enfoque metodológico adoptado fue subvencionado por el enfoque cualitativo, entendiendo que mejor responde al tema vinculado a los fenómenos humanos, sociales o educativos, que a menudo no permiten ser medible o cuantificable. En la investigación cualitativa el tema, en este caso, el profesor y entrenador, estaban involucrados en una situación de producción de conocimiento sobre la realidad en la que están inmersos, dando a los significados, interpretaciones, significados y significaciones o (re). Aspectos relevantes de este trabajo se encuentran en la calidad de la educación infantil, la enseñanza práctica de los procesos mediados por las bromas y lúdicas, como la hora de planificar el espacio y el tiempo para jugar permite hasta acogedores ambientes, desafiante, interactivos e innovadores, conocimientos, idiomas, la valoración de las experiencias y el conocimiento del niño, por lo tanto, se propone jugar y brincantes práctica pedagógica que pueda responder a las necesidades e intereses de los niños que legitiman una educación articulados dimensiones lúdicas expresivo-motrices, afectivas, cognitivas, lingüísticas, éticas, estéticas y socioculturales niño en favor de su formación integral.

PALABRAS - CLAVE: Chistes, Educación Preescolar, formación lúdica.

FORMAÇÃO LÚDICA PARA PROFESSORES DE EDUCAÇÃO INFANTIL

RESUMO

Este artigo é parte de uma socialização do projeto de formação de professores de Educação Infantil em contexto de trabalho desenvolvido na Unidade Municipal de Educação Infantil (UEI) Pratinha integrada a Rede Municipal de Ensino de Belém/Pa, desenvolvida neste ano de 2012. Fundamenta-se no referencial teórico de Debortoli (2009), Kishimoto (2002), Fortuna (2012) dentre outros. Teve como objetivo promover o conhecimento acerca das brincadeiras infantis; propiciar uma dimensão lúdica na formação dos professores de educação infantil; apontar as contribuições do brincar para o desenvolvimento integral dos bebês, crianças pequenas e pré-escolares; incluir as brincadeiras como situações de aprendizagem no contexto da educação infantil. O percurso metodológico adotado foi subsidiado pela abordagem qualitativa, por entender que melhor responde à temática ligada aos fenômenos humanos, sociais ou educacionais, que muitas vezes não permitem ser mensuráveis ou quantificáveis. Na pesquisa qualitativa os sujeitos, nesse caso, formador e professor, foram envolvidos numa situação de produção de conhecimento sobre a realidade em que estão imersos, conferindo-a sentidos, interpretações, significações e ou (re) significações. Os aspectos relevantes deste trabalho situam-se na qualificação da prática pedagógica a educação infantil mediada pelas brincadeiras e processos lúdicos, pois ao planejar espaços e tempos para o brincar possibilita-se ambientes acolhedores, desafiadores, interativos e inventivos, valorizando saberes, linguagens, experiências e conhecimentos da criança, portanto, é com propostas lúdicas e brincantes que a prática pedagógica tem possibilidades de atender as necessidades e interesses das crianças legitimando uma educação lúdica articulada as dimensões expressivo-motora, afetiva, cognitiva, linguística, ética, estética e sociocultural da criança, em favor de sua formação integral.

PALAVRAS-CHAVE: Brincadeiras; Educação Infantil; Formação lúdica.