118 - ONE WAY TO CHILDHOOD: AN EDUCATION AS TIME AND SPACE FOR MULTIPLE EXPERIENCES

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1.INTRODUCTION

This research is addressing the culture of childhood as a central goal down and analyze how these cultures are understood in the context of early childhood education and worked as are their four main structuring, called by Riley (2004): interactivity, fun, fantasy to reality , And repetition in two Municipal Schools of Child Rearing in the city of Presidente Prudente. The goal in this project and intervention research, is to contribute in the production of indicators that can assist in changing conceptions that guide the work in teaching Children's Education with respect to activities favoring the infancy as a generational category and the children's cultures as a kind of defining identity. This investigation is justified because it works so that researchers and university professors from institutions of public education reflect on issues of educational practice and that may influence the process of training, expanding the production of knowledge on the subject studied and creating opportunities for advances in quality education under the Education Child.

It is necessary to understand the child from its own field, seeing that every child is first and foremost be a cultural, social, real thoughts, and you feel that you have rights to participation, so there is no reason to further sustain the educational practice by the vision of children as being "childish" or "a project for adults."

The children can not be seen as a universal category or as a natural, but, essentially, as a historical, cultural and social. Except that this concept has not always been well conceived. Indeed, when the child was present in all periods of our human history, however, the concept of childhood as a social category, according Aries (1981), began to be revealed and structured between the eighteenth and nineteenth century.

Etymologically the word childhood is derived from Latin expression "infant", which means that "not talking", "speechless". This idea of the incapable child, that does not speak, this is not only in literature but is imbued in the design of people who work with children. In most cases, the child is perceived only as a stage of the biological life of human beings. The level of maturity, the child is seen as antagonistic to the adult, thus becoming, that stage of life, a preparation for adult life, a "come to be." The child is understood in this perspective, as an "adult in miniature."

For Aries (1981), the connotation of childhood, in every historical period, had different understandings influenced by aspects: political, economic, social and cultural. The child had not a prominent position had not privileges, benefits, was seen as a being replaceable and whose role in society was to stamp utilitarian. At seven years old already was introduced in adulthood, including duties, imitating father and mother, learning trades, thus becoming, necessary and useful to the household economy. Still, the second author, reports and texts in the eighteenth century XII showed that the people of that time felt about the age of children:

> [...] The first age is childhood that plan teeth, and that age begins at birth and lasts up to seven years, and at this age what emerges is called the enfant (child), which means no talking, because at that age a person can not speak properly or fully train your words [...] (ARIÉS, 1981, p. 36).

Only the adult's was expected own behavior because of thought. The child was restricted only to the moment the child could not have own sufficiency, so overcome this phase was introduced into the world of adults, so this phase of childhood was a temporary situation whose capabilities expected of the children occurred from relations they established with the elderly.

To the author (1981), the relationship of coexistence with the different members of society happened when the children managed to the status of assistant of adults in the performance of a specific task. Therefore, experience, experiment and learn in this world that the adult was been essential for children could achieve the top that had to do with the status of social subject.

You may ask if it was well before; today, what we have in Children's Education? What is the vision of the educators about this child? They conceived as a historical subject, which produces and appropriates culture? The work in schools focuses on children in their specific cultures and values? It's possible to think and take the conception of childhood as a being of law and full participation in the educational process within the schools?

Accordingly, this project which began in March 2008, set the background, search how the conceptions of children and cultures of children are understood in the context of Child Rearing, by building on the four main structure of these cultures, called by Sarmento (2004) For: interactivity, fun, fantasy to reality and repetition.

The first axis the interactivity, Accordingly to Sarmento (2004, p.23), believes that the child live in a heterogeneous world, where it is in contact with several different realities and allowing the formation of their personal and social identity, focus on school , The church, family, social activities, their peers. So, for that learning is completed, the culture of peers that is established when the children share the same space and connected with each other must be guaranteed. To the author:

The culture of peers allows children to take ownership, reiventar and play the world around them. The coexistence with their peers through routines and the completion of activities, allows them to exorcise fears, fantasies and represent scenes of everyday life, he will act as therapy to deal with negative experiences. This sharing of time, activities, representations and emotions is necessary for a more perfect understanding of the world and is part of the process of growth (Ibid, p.23 and 24).

The second axis *the play* represents an essential aspect of children's cultures. The second axis to play an essential aspect of children's cultures. The interactive nature of the play is one of the first components of the cultures of childhood. The author stresses that play is not exclusive of children, it is natural to man, but children play indifferently and continuously. "The toy and the play is also a key factor in recreating the world and in the production of children's fantasies" (SARMENTO, 2004, p. 26). The joke is seen as a language and as a privileged feature that allows the expansion of knowledge of the reality which is inserted.

In the third axis, the fantasy of reality, the author shows that it is through the fantasy world of make believe that the child gives meaning to things and builds its vision of the world. It is an ability to resist front of undesirable situations, painful, experienced by children. However for Sarmento (2004, p. 26):

This term - "makes the" something is inappropriate to refer to the specific mode as children crossing the real and immediate creatively reconstruct the imaginary, is importing fanciful situations and characters to their daily lives, is so fanciful interpreting the events and situations that occur .Indeed, the fantasy-reality dichotomy is too fragile to denote the process of overlap between two universes of reference, in cultures that children are actually involved. Can the rest, of course, ask ourselves whether this overlap does not occur in the world of adults, this is the "real" is not, after all, the purpose of targeting, transposition and recreation made in the act of interpretation of events and situations.

As the fourth axis, Sarmento (2004) points out the repetition, emphasizing that time the child is always provided with new opportunities, able to be repeated, restarted at any time. This time it can be in synchronous plan, in which routines and situations are recreated, as in the plan diachronic through the transmission of games, jokes and rituals "of the older child for the younger children, so continuous and unremitting, allowing that all the children who reinvented and recreated, starting all over again "(Ibid, p.29).

These four lines highlighted above are investigated and analyzed in the context of Child Rearing. An area where children should be understood as social actors, as they relate to the institution, with people and was put before the adults, developing their own strategies for dealing with issues of the social world in which they are embedded. Studies on the sociology of childhood have made great contributions for which they have a better understanding of the children's culture. This line of thought, Riley emphasizes that:

The sociology of childhood has given me some very important contributions to understanding and comprehension of education in Brazil. [...[The analysis of what the children really do at school and that obviously is not limited to being in class and learn - the forms of popular education and the intergenerational relations in popular, the senses of children's participation, the adverse effects of generational dual Brazilian education (public for the poor, private classes for middle and high), all these are points that make up an investigative program of the sociology of childhood actually committed to the education of children, but aware that this program is emancipating only run if the extension of social rights, especially the rights of children. (2006, p.21).

It's necessary to understand that child from its own field, seeing that every student is a child first and foremost cultural, social, practical thinking, who feel that have rights and therefore no longer to conceive of the idea of children as "a project for adults." Most small children when nourishes a very strong desire to attend school, but when this desire becomes reality as the "fairy tale" come by ground.

The child that has the feature, among others, the movement, that is, that jump, run, play, shout, is now frozen, can no longer talk or play, need to stay the entire time sitting, listening to things that normally you do not understand , For people who until then were strangers to her. Playing, talking, running, eating is the right time, namely the moment defined and designed by adults, in this sense, several good and bad feelings are experienced by the child. They are sentiments which if not taken seriously by adults, can generate lost of emotional control for the lives of children, therefore, understand them, interpret them, requires technical knowledge, scientific, but above all, human knowledge, which the sensitivity is the predominant factor.

The cultures of childhood are only relevant if the social context is taken into account, that is, we must observe the social conditions in which children live and relate themselves. The world of them is very diverse, live in different realities, learning and dealing with values that help in their training. Therefore, all the contributions are important, therefore, the school has a key role in this process and the educators also because, some still unaware, or ignore the cultures of children, which distinguish them from adults and the tools to deal with adults and the natural world. The conceptualizations of childhood are hidden in visions of adults regarding their own experiences of childhood. Such marked influences the way they design their own childhood. In this sense, the child exists in its way of being, and must be respected and that of Loris Malaguzzi poem entitled: "By contrast, there are one hundred", and portrays the child is "done".

The child is made a hundred. The child has one hundred hands a hundred thoughts, a hundred ways of thinking, of playing and speak, has always one hundred ways to listen to the wonders of love. One hundred of joy to sing and understand. A hundred worlds to discover. A hundred worlds to invent. A hundred worlds to dream. The child has one hundred languages (and then hundred, hundred, one hundred), but robbed him ninety-nine. The school and culture separated the head from the body. They tell you: to think without hands, to do without the head. To listen and not talk, to understand without joy. To love without marvel, just in the Easter and Christmas. They said: to discover the world that already exists and robbed him of one hundred ninety-nine. They tell you that the game and work, reality and fantasy, science and imagination, the sky and earth, reason and dream are things that are not together. They tell you that the one hundred there aren't. The child says, unlike the one hundred exist.

2.OBJECTIVES

The research aims at central: investigate how the cultures of childhood are understood in the context of early childhood education and worked as are the four main structure of these crops, which are: interactivity, the fun, fantasy to reality and repetition; build a proposal of action research involving teachers and university students and teachers from two schools of Child Rearing in the municipal network of education in the city of Presidente Prudente, making them participants and co-responsible for the organization, development and the results of the subject under study from the theoretical and practical results, collaborate in the production of indicative that can collaborate in changing conceptions that guides the pedagogical work in Child Rearing, with respect to activities that favor the interests present in children's cultures.

3.METHODOLOGY

The research aims to fill gaps in knowledge and / or theoretical inconsistencies in the area of Child Rearing, seeking work in a context of discovery, of lifting and validation of knowledge on the subject, often conducted through the intuitive, flexible and adaptable to the very development of knowledge on the subject of research. The adoption of the paradigm of qualitative research is important for this study, because its goal is not to make generalizations of the sort, but doing a statistical analysis and critical interpretation of the material collected (ALVES, 1991). The qualitative methodology allows flexibility of the investigator and some adjustments and / or deepening of theoretical and methodological nature that may emerge in the search process itself.

[...] Action research is a kind of social research with empirical base that is designed and carried out in close association with an action or with the resolution of a collective problem and where the researchers and participants representing the state or the problem are involved in cooperative or participatory.

Action research represents an opportunity to unite theory and practice to occur to mediate between researchers and group of participants, namely between the formal rigor with theoretical and methodological empirical knowledge. In relation to the researchers, this is a technical way of experiments on the actual situation in which they operate knowingly. For participants they are not regarded as "guinea pigs", by contrast, are respected and play an active role, they are fundamental parts of the search

action.

Thus, with reference to the methodology of action research, this research has educators from two municipal schools of Child Rearing to reflect on issues that might contribute to the training and expansion of knowledge on the subject. Action research is therefore an instrument of understanding of the practice, in which participants seek question it, evaluate it and thus transform it, thus requiring compromise effective, forms of action and making conscious decisions.

Regarding the planning of action research with the selected group, was adopted as reference the roadmap outlined by Thiollent (1988, p.48-72), which does not set rigid forms of construction, by contrast makes clear that the steps of the research are quite flexible. In this sense, the research project, from the perspective given, was structured in several stages, for emphasis: the exploratory, the definition of the subject, placing the problems, the place of theory, hypotheses, seminars, field of view, the sampling and qualitative representation, the data collection, learning, knowledge formal and informal knowledge, action plan and external disclosure. In this project, were entered some of these stages, which were distributed in 03 stages: initial, development, conclusion.

4. Partial results

The initial phase consists of exploratory procedure, in which the proposal was presented to the schools concerned and to all teachers, in addition to adopting the work, were very excited, reporting that they feel the difficulty of working with the priorities that favor the cultures of childhood.

From the membership of professionals, was made a preliminary diagnosis, in which the work has been widely discussed by the entire group of researchers and group of participants. Which was defined by the performance of students in educational practices, in partnership with teachers from partner institutions, problems, difficulties and progress would be problematised, seeking recognize them, lift media theorists who give them support and explanation.

After this phase of lifting of problems, we moved to the expansion of the theoretical framework on the subject, that is, we looked for the available literature incorporation of content related to crops of childhood that could guide the pedagogical practices and collaborate to build a theoretical framework consistent and convincing. Several meetings are scheduled frequently: in relation to university students, every Tuesday they meet, along with teachers researchers to study various texts and authors, evaluate and discuss the data collected in the previous week and prepare for the following interventions. Fortnightly, the university students participating of the research group: Body Culture: knowledge and to deepening theoretical and methodological. Regarding educators EMEIFs addition to the activities developed in partnership with the university students and meetings of the Working Time Educational Resources, participate in monthly seminars with teachers and university students to evaluate the actions carried out, study and discuss various topics relevant to the topic The object of study.

In these monthly meetings have been verified, the growth and involvement of educators from EMEIFs, who reported the progress and difficulties encountered during the process. As well as being involved in all interventions, in partnership with the university students, observing, collaborating and questioning the proposed activities, study and lead to the monthly meeting all doubts concerning the proposed topic. We have found that this approach has a revolutionary character, because in working in partnership, have advanced in all elements related to what they are competent. The university students can establish a close relationship between theory and practice, the teachers of the schools have a process of continuing education that takes into account the social context where they belong. Finally, the scholars develop theories from the reality, leading productions of knowledge and enrich their educational practices within the university with issues and escalations experienced in reality school.

5.CONCLUSIONS

Several advances have been observed by all participants of this research project, among them: the separated look from the EMEIFs educators and university students, in relation to childhood as building historical, cultural and social rather than as a universal category or natural; better understanding of children in its temporality and plurality, including the existence of multiple childhoods within an overall childhood, the axis of real fun and fantasy are seen as key elements of cultures and children's indispensable in the daily Child Education; understanding of events children in their universes, full of complexities and lifestyles; recovery in relation to the practice of multiple experiences within the school, the repetition, in its many dimensions, has been designed as a key element in the teaching-learning process.

In recent evaluations, in EMEIFs, all school actors stressed the advances that are occurring in educational practice, because of edgement and discussion of concepts of education for the children worked within the schools, emphasizing that the actions being built collectively have collaborated in promoting of changes in the educational context.

It is expected during the project, even considering some difficulties and limitations, which occur contributions to the school players understand that the institution of early childhood education and time and space for significant multiple experiences, pleasant and welcoming, a way for children where the Children living intensely this moment of your life so special.

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ONE WAY TO CHILDHOOD: AN EDUCATION AS TIME AND SPACE FOR MULTIPLE EXPERIENCES

Abstract:

The objective of this research work is to analyze how the cultures of childhood are understood in the context of early childhood education and worked as are the four main structure of these cultures, known as the second Sarmento (2004): interactivity, fun, fantasy to reality, and repetition. The interest in researching this topic arose from the fact that the actors know little about the school children's cultures and research can contribute to that new concepts are socialized and even incorporated by educators of children. The methodology is qualitative in nature, characterizing himself as research-action. This research is likely social and empirical basis, being designed and carried out in close association with the settlement of a collective problem

and in which the researcher and participants representative of reality are involved in cooperative or participatory. The research is being done with educators from two municipal schools of Children's Education City of Presidente Prudente and several advances have been effective. In recent evaluations, the educators of the school, which had emphasized the benefits from this work, because designs are being reviewed and actions have generated changes that reflect the way in practice qualitative education and training of children. It is expected as a result, expanding the production of knowledge and consistent with scientific rigor, which promote the development of codes and notes that can assist in qualitative changes in the educational practices of the participants in the research and to support other professionals for this type education.

Keywords: Childhood; cultures; training.

UM CHÉMIN POUR L'ENFANCE : UNE EDUCATION COMME TEMPS ET SPACE DES PLUSIÈRES EXPERIENCES

Résumé:

L'objectif de ce travail de recherche est analyser comme les cultures de l'enfance sont comprises dans le contexte de l'Éducation d'enfant et comme on travaille les quatre axes estructurateurs de ces cultures, denommées, d'après Sarmento (2004): interactivité, ludicité, fabule du Réal, et la réitération. L'intérêt en faire des recherches sur ce thème provient de la vérification de que les acteurs scolaires ne savent presque rien sur le sujet des cultures d'enfant et que des recherches peuvent contribuer pour que les nouvelles conceptions soient socialisées et même incorporées par les éducateurs de l'enfance. La méthodologie adoptée est de nature qualitative, caractérisé comme recherche-action. Ce type de recherche est de nature sociale et avec base empirique, ayant eté devenue concue et accompli en association étroite avec la résolution d'un problème collectif et dans lequel le chercheur et les participants représentatifs de la réalité sont impliqués de manière coopérative ou participative. L'enquête est etant accomplie avec éducateurs de deux écoles municipales d'Éducation d'enfant de la ville de Presidente Prudente et plusieurs progresses déjà ont eté accomplis. Dans les dernières évaluations, les éducateurs de l'école ont ressorti les avantages qu'ils ont eu à partir du début de ce travail, parce que les conceptions sont repensées et les actions ont généré des changements qui refletissent une amélioration qualitative de la pratique pédagogique et dans la formation des enfants. On espére comme résultats, agrandir la production de connaissance solide et avec rigueur scientifique, que encouragent l'élaboration d'indicatif et notes qui peuvent collaborer dans les changements qualitatifs chez les pratiques educatifs des participants de la recherche, et que soient utiles comme support pour des autres professionnels de cette modalité de l'éducation.

Mots clefs: Enfance; cultures; formation.

UN CAMINO PARA INFÃNCIA: UNA EDUCACIÓN COMO TIEMPO Y ESPACIO DE EXISTENCIAS MÚLTIPLES

Resumen:

El objetivo de este trabajo de investigación es analizar como las culturas de la niñez se entienden en el contexto de la Educación Infantil y como se trabajam los cuatro ejes estructuradores de esas culturas, denominadas, según Sarmento (2004) de: interactividade, ludicidade, fantasea del Real, y la reiteración. El interes en investigar este tema ha surgido de la comprobación de que los actores escolares saben poco sobre las culturas infantiles e investigaciones pueden contribuir para que se socialicen las nuevas concepciones e incluso sean incorporadas por los educadores de la niñez. La metodología adoptada es de naturaleza cualitativa, caracterizándose como investigación-acción. Este tipo de investigación es de naturaleza social y con base empírica, sendo concebida y cumplida en asociación estrecha con la resolución de un problema colectivo y en que el investigador y los participantes representativos de la realidad están envueltos de manera cooperativa o participativa. La investigación está ya haciéndose con educadores de dos escuelas municipales de Educación Infantil de la ciudad de Presidente Prudente y varios progresos se han logrado. En las últimas evaluaciones, los educadores de la escuela, destacaban los beneficios que han tenido a partir de este trabajo, porque están volviéndose a pensar las concepciones y las acciones han generado cambios que se refleten de una manera cualitativa en la práctica educativa y en la formación de los niños. Se esperan como resultados, agrandar la producción de conocimientos sólidos y con rigor científica, que promueven la elaboración de indicativos y notas que puedan colaborar en cambios cualitativos en las prácticas educativas de los participantes de la investigación y sirvan como apoyo para otros profesionales de esa modalidad de educación.

Palabras llave: Niñez; Culturas; Formación.

UM CAMINHO PARA A INFÂNCIA: UMA EDUCAÇÃO COMO TEMPO E ESPAÇO DE MÚLTIPLAS VIVÊNCIAS

Resumo:

O objetivo deste trabalho de pesquisa é analisar como as culturas da infância são compreendidas no contexto da Educação Infantil e como são trabalhados os quatro eixos estruturadores dessas culturas, denominados, segundo Sarmento (2004) de: interactividade, ludicidade, fantasia do real, e a reiteração. O interesse em pesquisar este tema surgiu da constatação de que os atores escolares pouco sabem sobre as culturas infantis e pesquisas podem contribuir para que novas concepções sejam socializadas e até mesmo incorporadas pelos educadores da infância. A metodologia adotada é de natureza qualitativa, caracterizando-se como pesquisa-ação. Este tipo de pesquisa é de natureza social e com base empírica, sendo concebida e realizada em estreita associação com a resolução de um problema coletivo e no qual o pesquisador e os participantes representativos da realidade estão envolvidos de modo cooperativo ou participativo. A investigação esta sendo feita com educadores de duas escolas municipais de Educação Infantil da cidade de Presidente Prudente e vários avanços já têm se efetivado. Nas últimas avaliações, os educadores da escola, ressaltaram os benefícios que tiveram a partir deste trabalho, pois concepções estão sendo repensadas e ações têm gerado mudanças que refletem de maneira qualitativa na prática educativa e na formação das crianças. Espera-se como resultados, ampliar a produção de conhecimentos consistentes e com rigor científico, que promovam a elaboração de indicativos e apontamentos que possam colaborar em mudanças qualitativas nas práticas educativas dos participantes da pesquisa e que sirvam de suporte para outros profissionais dessa modalidade educacional.

Palavras-chave: Infância; culturas; formação.