101 - PLAYING AND PRODUCING CULTURE IN EARLY CHILDHOOD EDUCATION

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INTRODUCTION

The Hall of Early Childhood Education Unit is developing a Mac-curricular pedagogical work with children 2 to 4 years based in the various languages which values the world of learning through various forms of children's expressions.

UEI The MAC is located in a community away from large urban center of Bethlehem in Mosqueiro, a bucolic island facing socio-economic deprivation, reflected in their childhoods.

We believe that children have skills that foster relationships and facilitate the collective knowledge of self and other, given that the child's knowledge-producing subject of their own history, interlocutor in dealings with the world and with others in an interactive and continue socializing and sharing with Gallardin (1996b, p.5) "real interlocutor of his relationship with the world," and therefore reframes and rescues a "lost childhood", thus promoting an entertaining education in which the child develops fully, and it is through what they most enjoy doing is playing, creating and recreating situations, actions and reshaping attitudes through transforming relationships among their peers and learning values that transform your reality and context of their lives significantly

Therefore, we share with Bondioli & Mantovani (1998, p.29) in the defense of a pedagogy of childhood, where they affirm that:

The Pedagogy of the relationship is an educational intervention that acts on the system of social exchanges, using it as an instrument of growth (...) progressively through the relationships that are entwined with the child alone, and adults - among children in group play - creates a set of shared meaning a kind of "history-social"

In this perspective, the curriculum is organized by the various languages in this Unit, focuses on the experiences and expressions of children, as a possibility to work for the formation of the child as a whole, full, considering the language and children's games as tools for developing and driving children's learning in early childhood education.

We believe that children learn in the most simple and spontaneous, through their experiences with each other and with the environment that it operates, given that his training is done creatively with large expressions and experiences of the world, and is thus, the Unit believes that this proposal considers that fosters.

And essential to assure the child the time and space for the playful character of leisure is experienced with an intensity capable of forming a solid basis for creativity and cultural participation, especially for the exercise of enjoyment of life, as the song says . how to play off the wheel ... "(MARCELINO, NELSON.C., 1996.p.38)

And in this perspective of understanding the playful dimension in human experience WINNICOTT (1975, P.63) states that:

The play is to do with each other, an action that requires time and space itself, an action that constitutes cultural experiences, which is itself universal health because it facilitates growth, leading to group relationships, and may be a form of communication himself (the child) and others.

The proposed teaching / curriculum developed at UEI Mac is organized through the various languages in which children can communicate with the world. The work is playful understood, through play that children extend the diverse knowledge, experiences, life experiences, develop autonomy, their ability to interact and socialize, adds value through the articulation of content, language and several significant infant universe.

Thus, we build projects bimonthly focused on driving and emerging languages, in which teacher and child organize content - language "necessary and desirable for the process of development and learning" (Junqueira Filho, 2006, p 26).

Hence, in this curricular movement is necessary to understand that the curriculum of early childhood education comes from the experiences of teachers and children, and dialogues between mature individuals, defined by Italian authors such as emergent curriculum, understanding and experiences that arise in the interaction with the objects of knowledge already organized by the teacher through earlier diagnosis made with children who record the needs and interests of children that signal where educators need to be pedagogical interventions.

In this sense, this view considers the child as the protagonist of the curriculum, in which the main pedagogical mediations occur in listening and relationships made in the daily classroom and family.

Therefore, planning and organizing the curriculum in kindergarten with the various languages of the child is build bridges of mutual knowledge, in which the child is an active subject and protagonist of this story.

METHODOLOGICAL APPROACH

The methodological procedures of the Curriculum Many Languages of Children held in Unity Hall of Early Childhood Education Mac this year of 2010 were initially articulated by the project host playfully organized and planned with intentions of an initial diagnosis of children as a tool to support projects bimonthly Unit constructed in compliance with the specificity and uniqueness of children, so we chose the Draft Camp this year July/2010 as clipping while weaving in all projects in the Unit experienced the culture of valuing children and childhood, through a playful work methodically organized and planned by the driver of language play, language as essentially valuing the child be of a culture that finds its identity and is developing itself fully by the action of the play.

The project was started with the ornamentation of the Unit in a playful way, with toys, kites with pictures of animals, floats, colorful balls, inflatable dolls that children gave their name to "Johnny," and they were amazed, with comments "Our aunt the eagle will fly "(children's comments).

Once the ornaments have organized a "loop play" experienced through the interaction of methodologies for children including: paintings was organized where a space called "painting the town red," which touched, felt the texture of all forms ofpaint, with brushes, hands, passed in each other and smiled, laughing .

Other games that were integrated circuit, playing bowling, tug of war, blind goat, ass boots, jump rope, bursting bladder tunnel of discovery where children were delighted, anxious, excited, expecting to reach its moment of pass through the

tunnel. Besides these organized recreational opportunities as other cultural jokes mouth of the oven, with kites and hopscotch. He composed also the circuit, the bathing pool, where children were instructed to bring in bikinis, thongs for taking, playing balls, hoops, karaoke, dance contests, among others.

The whole movement methodological traveled paths of the paintings, games yesterday and today, construction of tunnels through which the children experienced and lived by the contações retellings of stories and their exciting discoveries and the feelings and emotions of all out of context, children, family and teachers.

Socialization and culmination of the project were conducted by means of "the Olympic games", which happened at broadening the knowledge of the world through play, the ability to interact with the family of children and teachers with a methodology that included, besides the games , language: scenic, plastic body combined with the musical context of the experiences of children and the dynamics of games to children's development through full respect for the movement, body language and different languages that emerge from this inclusion of children in social practices and cultural and leisure, where the body and movement are in line, walking hand in a full development as highlighted in the pictures below:

Photo 1 - Tunnel of discoveries



Source: U.E.I Mac,2010

Photo 2 - Playing Hopscotch



Source: U.E.I Mac,2010

Photo 3 - Playing Bowling



Photo 4 - Playing Dance Chair



Photo 5 - Feeling Textures



Source: U.E.I Mac,2010.

Photo 6 - Painting the seven



Source: U.E.I Mac,2010.

Photo 7 - Learning from each other



Source: U.E.I Mac, 2010

CONCLUSION

We think that this curriculum possible to value the child as an active subject, innovated practice, renewed and revitalized educational performance of children playing.

By carrying out this project in the Unit, which was an earlier cut of all of our Unit, rekindled the magic of what is to educate caring in kindergarten, and now this curriculum movements, and valued childhood, recognition of a child to be a playful self, culture, producing knowledge, this is resignifies child as an individual right to social history, which requires respect and need, to learn to be, stand and make the joy of life, acquire knowledge in the simplest way exciting and who knows better "playing."

We know that through the games we access the magic circle of children's lives as well, provides knowledge, playfulness, meanings of the languages understood as a priority in children's development and learning in early childhood.

Therefore, our educational scene today struggle to secure and guarantee this right to be children, not a miniature adult

but a child playing, smiles, creates and recreates situations with more than she can do is "play" in that the teacher has the commitment and responsibility to create opportunities and encourage educational spaces that promotes educational and pedagogical these movements of full development of our children, soaked with an eye to accommodate the children's language in the curriculum of early childhood education.

The strengthening of ties of building a childhood pedagogy that respects the needs and desires, and we recognize the uniqueness that contributes to a child's own identity valuing child, the child himself, his family said in a participatory and collaborative process to expand the active spectrum of human development.

In the Universal Declaration of Rights of the Child - UN (11/20/1959), we find everyone's responsibility to guarantee the right to leisure, play, since "..The child should have every opportunity to indulge in the games and recreational activities, which should be directed towards the aims of education, society and public authorities shall endeavor to promote the enjoyment of this right. " The greatest responsibility lies in the educational unit to educators who need a training combined with a continued, with a permanent advising, and thus becoming a researcher, devising new methodologies for engaging the pleasure of children's knowledge, making the process educational and pedagogical pleasant and happy for our children.

It is necessary to devise methodologies to instigate more playful pleasure of knowledge of the child, the records of learning situations should be conducted at intervals and critical notes in the diary of the child, providing dialogue and participation in monitoring the family over the child's development.

Finally, dialogue and listening to parents who told us of the dreams of their children, who woke up eager to return the Unit, who dreamed all that experienced in the circuit and the Olympics, as well as the spell with the joys of the generated playful practices organized for children, strengthens the desire for continuity of many jokes in different pedagogical moments that will last throughout the entire process of child development.

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PLAYING AND PRODUCING CULTURE IN EARLY CHILDHOOD EDUCATION

ABSTRACT

The intent of this article is to share the work of the Unit Municipal Kindergarten Mac, the Municipal School of Belem-Pa, in 2010. This work is based on theoretical studies of childhood pedagogy and on the play with Junqueira Filho (2006), Gallardin (1996), Bomdioli & Mantovani (1998), Winnicott (1975), Benjamin (2002), Wallon (2000) . The methodological approach consisted of the curriculum from the various languages of the child, which involves construction of projects host Olympic games of projects, involving classes bimonthly coordinator / teachers / children and families which aimed to contribute to the process of interaction and socialization between and all classes of context, to aggregate the social, cultural and human resources through playful learning situations with fun and games in favor of a full development of the child. The relevant aspects found from this methodological organization, lie in the valuation of different childhoods, children's perceived role in the children at play and playfulness of recovery, building a more humane Childhood Education emphasizing the educational process and pedagogical environments and host and sharing, which allows playing various inserts and reads the world as well, can translate into a commitment of educators in planning and organizing spaces more playful and interactive educational environment for children.

KEY - WORDS: Leadership of the child, Jokes, Exploitation of Children, playfulness.

CULTURE ET DE PRODUCTION DE JOUER DANS L'ÉDUCATION DES JEUNES ENFANTS

RÉSUMÉ

Le but de cet article est de partager le travail de l'unité municipale Mac maternelle, l'École Municipale de Belem-Pa, en 2010. Ce travail est basé sur des études théoriques de la pédagogie de la petite et sur le jeu avec Junqueira Filho (2006), Gallardin (1996), Bomdioli & Mantovani (1998), Winnicott (1975), Benjamin (2002), Wallon (2000) . L'approche méthodologique a consisté du programme d'enseignement des différentes langues de l'enfant, qui comprend la construction des jeux Olympiques de projets d'accueil de projets, impliquant des classes coordonnateur bimestrielle / enseignants / enfants et les familles qui vise à contribuer au processus d'interaction et de socialisation entre et toutes les classes de contexte, de regrouper les ressources sociales, culturelles et humaines à travers des situations d'apprentissage ludique de plaisir et de jeux en faveur d'un développement intégral de l'enfant. Les aspects pertinents trouve de cette organisation méthodologique, réside dans l'évaluation des enfances différentes, les enfants de rôle perçu chez les enfants à jouer et l'enjouement de la récupération, la construction d'un plus humaine Childhood Education en soulignant le processus éducatif et les milieux pédagogiques et d'accueil et le partage, qui permet de jouer différents inserts et lit le monde ainsi, peut se traduire par un engagement des enseignants dans la planification et l'organisation des espaces plus ludique et interactive l'environnement éducatif pour les enfants.

MOTS - CLES: Leadership de l'enfant, et blagues, l'exploitation des enfants, ludique.

CULTURA DE JUEGO Y PRODUCCIÓN EN LA EDUCACIÓN DE LA PRIMERA INFANCIAELIA SALES PENA

RESUMEN

La intención de este artículo es compartir el trabajo de la Unidad Municipal de Educación Infantil Mac, la Escuela Municipal de Belem-Pa, en 2010. Este trabajo está basado en estudios teóricos de la pedagogía de la infancia y en la jugada con Junqueira Filho (2006), Gallardin (1996), Bomdioli y Mantovani (1998), Winnicott (1975), Benjamín (2002), Wallon (2000) . La metodología consistió en el currículo de las distintas lenguas del niño, que comprende la construcción de proyectos de acogida

Juegos Olímpicos de proyectos, con la participación de coordinadores clases cada dos meses / profesores / los niños y las familias que tiene por objeto contribuir al proceso de interacción y socialización entre y todas las clases de contexto, para agregar los recursos sociales, culturales y humanos a través de situaciones lúdicas de aprendizaje con la diversión y los juegos a favor de un desarrollo integral del niño. Los aspectos relevantes que se encuentran de esta organización metodológica, se encuentran en la valoración de las distintas infancias, el papel de los niños perciben en los niños en el juego y la alegría de la recuperación, la construcción de un mundo más humano de Educación enfatizando el proceso educativo y entornos pedagógicos y de acogida y la distribución, que permite jugar varios insertos y lee el mundo, así, se puede traducir en un compromiso de los educadores en la planificación y organización de los espacios más lúdicos e interactivos educativos para niños.

PALABRAS - CLAVE: El liderazgo del niño, Chistes, la explotación de niños, la alegría

BRINCANDO E PRODUZINDO CULTURA NA EDUCAÇÃO INFANTIL

RESUMO

A intenção deste artigo é partilhar o trabalho desenvolvido da Unidade Municipal de Educação Infantil Mac, da Rede Municipal de Ensino de Belém-Pa, no ano de 2010. O presente trabalho fundamenta-se no referencial teórico dos estudos da pedagogia da infância e sobre o brincar com Junqueira Filho (2006), Gallardine (1996), Bomdioli&Mantovani (1998) , Winnicott (1975), Benjamin(2002), Wallon(2000). O percurso metodológico compreendeu a organização curricular a partir das diversas linguagens da criança, que envolve construção de projetos de acolhimento, olimpíadas das brincadeiras, projetos de turmas bimestrais envolvendo coordenador/professoras/crianças e famílias os quais objetivavam contribuir no processo de interação e socialização entre as turmas e todos os inseridos no contexto, no sentido de agregar valores sociais, culturais e humanos, por meio de situações de aprendizagens lúdicas com jogos e brincadeiras em favor de um desenvolvimento pleno da criança. Os aspectos relevantes encontrados a partir desta organização metodológica, situam-se na valorização das diversas infâncias, no protagonismo da criança percebido durante as brincadeiras infantis e da valorização da ludicidade, consolidando uma Educação Infantil mais humana privilegiando o processo educativo-pedagógico e ambientes de acolhimento e partilhamento, em que o brincar possibilite diversas inserções e leituras do mundo, bem como, possa traduzir em compromisso dos educadores no planejamento e organização de espaços mais lúdicos e interativos no ambiente educacional para crianças.

PALAVRAS – CHAVES: Protagonismo da criança, Brincadeiras,Valorização da Infância, Ludicidade.