126 - THE PHYSICAL SPACE IN CLASSROOM OF EARLY CHILDHOOD EDUCATION AND THE FIRST YEAR OF THE CHILD AND CORPORALITY

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INTRODUTION

Note that both in kindergarten as in the early years the physical structure of the rooms differ abruptly. In the early years children have places marked by the teacher, without power, often behave differently from the way imposed by it. The time allotted to play boils down to one hour per week, time toy. In the curriculum, there is a listing of fragmented content to be developed by the end of the school year .

From this, we investigate how to structure the spaces of childhood in the passage from Kindergarten to First Year Thus , this research mapped this passage , following the same group of children in two steps , from October 2009 to April 2010 in a state school in the city of Rio Grande / RS.

One of the goals that lead to achieving this is to emphasize the importance of movement for the child. We had a hypothesis that indicators of spaces of childhood can be realized in physical space, space to play and space to live their childhood in the school curriculum. In addition, the kindergarten has its goals guided the development of children and the link educating and caring, while the first year is structured in view of schooling. A child who spends vision of education for the school, within the short period (3 months regarding school holidays) does not carry with it the time to understand all the changes that occur in this passage.

In methodological procedures, referrals present this research inspired the Case Study, highlighting information about the space of the school, the participants involved and the methods used to collect data. Soon after, we categorize the data in the physical space of the classroom from kindergarten and first year, noting the organization and arrangement of furniture and children in these environments.

Methodological Procedures

In order to better understand the school context and the design of the spaces of childhood in the period of transition from EI for the first year of elementary school, we opted for a qualitative research. On the basis of the problem How are structured spaces of childhood in the passage from kindergarten for the first year? The methodology was inspired by the Case Study. We opted for this type of research because it allows a greater depth on the topic to be addressed, in addition to allowing the use of multiple sources of evidence (Yin , 2001). As we investigated the transition from kindergarten to first year , it was a contemporary analysis. The unit is the case as being the class that had accompanied both in kindergarten and in the first year , allowing the depth required for the analysis of a situation of such complexity .

Typically, Case Studies are configured as a methodology that relies on multiple sources of evidence, they allow the development of research on several fronts over the same phenomenon. From this, based on Yin (2001), was used as the sources of evidence : Observation type directly aiming to give the researcher the opportunity to record the events in real time; Interviews kind of open and semi-structured , according to the author are as the main source of evidence in this type of study ; Document Analysis , in which the starting point of the analysis should not be of a document , but the formulation of a questioning and questioning of sources that are interpreted as witnesses , remnants of a cut in history . For this , we made photocopies of the school curriculum, the regiment and the Pedagogical Project in order to identify how the school says legally organize themselves in relation to these two steps.

The objectives were to map the transition from kindergarten to first year by following the same group of students from kindergarten to first year mapping happened in a non - interventional, recording the events in the classroom for the periods indicated. Observe and describe the space of the kindergarten and the first, reporting and describing how the physical space of these two moments are organized to meet the needs of children.

The case chosen was a public school of the state that offers Early Childhood Education, Elementary and High School. In the transition from EI for the first year, the class observed was merged with another of the opposite shift, moving to the morning shift. With this transition , the range of participants who were 17 to 12 passed the first year. Were observed weekly 3-4 hours of class each of the teachers, which makes a total of 18 hours of observation in each period . The records of the observations were performed descriptively, with only selected episodes relevant to the research proposal .

Spaces kindergarten and first-year

> The physical environment is expressed as shall be arranged according to the needs and characteristics of groups of children, taking into account the culture of childhood and the many projects and activities that are being developed in conjunction with their teachers. The quality and quantity of the relationship between child-child, child-adult, objects, toys and mobile in the environment and these depend on the size of children and can become "powerful learning tools" and one of "important indicators to the definition of educational quality" (BRASIL, 1998, p. 146).

The space of the kindergarten is a meeting place of many different childhoods . According to the National Curriculum for Early Childhood Education RCNEI (1998), it is necessary that the right to experience childhood in full is guaranteed to all children, as if the goal of EI is to overcome the dichotomy between care and education, this needs to be preserved and respected as the law so that we can have a quality education . According to the Law of Guidelines and Bases of National Education (LDBEN), the kindergaden first stage of basic education, it is the duty of the State, shall be offered free of charge to children from birth to six years. Based on RCNEI (1998), should be offered to children actions aimed at the integral development, which were able to grow as citizens whose rights are recognized and respected . In this sense, children should have opportunities to use

imagination and products of creative thinking, which are valued for what they feel accepted and come to be seen as valid subjects for society .

By observing the space for the EI, it is noticed that the classroom is considered a welcoming place , with materials adapted to the needs of children. To come to a mini water cooler seat was attached. The tables and chairs are colored to match them as well as shelving with hygiene materials, toys and books that are available and accessible to everyone in the room. The school complies RCNEI (1998) to have all the furniture adapted physical needs of children, respecting the needs of each one. The kids that are there, have an organized environment, giving them room to challenge their skills and interact with the environment around them. Grounded in Weinstein (1998), all areas of the classroom, children should be constructed to meet the five functions relating to child development , these being :

> 1 - Promote personal identity , ie the customization of spaces and objects is crucial in the development of personal identity . It is recommended that these institutional spaces provide opportunities for children to develop their individuality , allowing them to personalize their spaces and , to the extent possible , participate in decisions about the organization of the same ;
> 2 - Promote the development of skills , ie the child's environment should be planned and to provide opportunities for children to develop mastery and control of their habitat, providing physical facilities convenient for children to meet their needs without requiring assistance constant;
> 3 - Promote growth opportunity , exploring the rich and varied environments associated with cognitive, social and motor ;
> 4 - To promote sense of security and confidence because you feel confident that allows the child to explore the environment better ;
> 5 - Promote opportunities for social contact and privacy : an environment needs to be planned in terms of space and objects available to meet both needs , social contact and privacy (1988, p.79).

From these functions, the school observed search underscore the individuality of each. In the classroom there is a poster that says "normal is different", which, according to the professor, was one of the posters chosen by them to be fixed in one of the walls. Both framework helper of the day and the birthdays of the month were students' productions. It starts from the principle that the space of the classroom is student to student. With this attitude, the teacher believes that the students are developing their skills as those with more affinities with the arts tend to want to do the murals, others worry about the furniture, to create other mechanisms fail all resources the room available in the simplest way. Compared to other classrooms of the school, the kindergarten room breaks with the paradigm of disciplinary organization that is seen generally in the other . Commonly, the arrangement of all classes are queued while the cells are in EI / or blocks in a circle. Accordingly , Weinstein (1998), supports the idea that the provision of the portfolios may reveal different curricular practices as the traditional classes queued works with the concept of overvaluation of the figure of the teacher. As for the other models , there is a figure featured in the room , the relationships are more democratic, in which children start to have a more active role in the teaching-learning process and the teacher adopts the character of problematical. During the organization of the room, she took care to arrange the layout of the same from the suggestion of students, since it is they who will occupy that place, because the logic by which the child perceives the space is different from the adult form . Was organized space that encompassed the jokes, games, readings, and a child's imagination .

The classroom, plus numerous toys like cars, balls, dolls, blocks, educational games, and toys made by children, such as feet, tin robots, houses. In the room there is space of the stories, theater, puppets. The teacher uses these resources to develop creativity, freedom of expression, autonomy in their students holistically and meaningful. If it has to develop some content, features several resources to do so, as well as various materials that stimulate the child, from the movement of play, games, dance and body experiences. In the room, there are spaces for learning, for play, for the rest (nap time) to share (recreation), to be alone, for work, for leisure and for the make-believe (story time). In one corner of pillows have spread to provide greater comfort in reading or listening history thereof. In this there is a small bookcase that divides space with books and comics. Every day before starting the lesson, the children transform the space of the classroom. The way it is organized environment can often prove formative experiences. This environment created / modified constantly is a place of emotions and meanings as they are experienced in different ways and mean different things. Thus, it is necessary to transform this space into a connecting link of human relations, making a kind of mediation between the child and knowledge. An example of transformation of space is the time when children sit on the floor , the call time of the conversation, because it is an area rich in exchanges of dialogues, opinions. According to Kramer (1991), the child to sit in a circle with the teacher and other colleagues is replaced by a broader view, feeling part of a group, learning to air your opinions with no one in front imposing the talking. So every day the first practice of the day is to make the wheel and comment on what happened after the end of the previous lesson. Each child expresses his desires and feelings, narrating their own experiences. At first, many children had difficulty hearing colleagues. Gradually, the teacher began working attention , concentration and orality of them which came to respect colleagues who are narrating. Based on Waschauer (1993), the record is a pedagogical tool able to make the wheels do not become " chat" , can systematize and organize the known brought there . It is through this educational practice that children broaden their communication skills , speaking, expressing their ideas, opinions and above all their findings. From this, it is important to register because the registry is an important tool for any educator, it provides the act of reflecting, remembering, review, revise and redesign the pedagogical practice .

Children characterized mainly by the need to play moving, expressing themselves and interacting with the environment around you. Experiencing new and varied experiences is a way to build their learning . It is necessary that the teacher seeks to develop a work that values its students , respecting the age and limitations of the child without denying them the knowledge , acting in context and flexible so that learning actually has meaning. Thus, providing opportunities for children experiences diversified variability of space, time, experience opportunities, encouraging and enabling education in a critical, creative, participatory and supportive .

Unlike what happens in kindergarten, the space of the first year mainly aims to familiarize the letters and syllabic families . Leal et al. (2005) defend the idea that, from kindergarten, the school should be concerned with the development of knowledge in the learning of alphabetic writing , as well as those related to the use and production of written language .

Most educators aims literacy, and the misunderstanding that this refers only to 1st and 2nd year. The literacy process takes place from the early school age child . While EI is proposed to overcome the dichotomy between care and education , the ultimate goal of Years refers to initial instruction, transfer of information. Consequently, the spatial arrangement of these two levels are distinguished teaching.

Upon entering the room , students are faced with various materials and products that are not yours, what causes a

certain strangeness and insecurity. The classes now are no longer adapted to their needs. The picture, the greater good , does not allow them to write because most students still barely reaches. The locker room no longer has the embellishments and adhesives , since it is divided with other classes.

Observed in school , children who once had a classroom welcoming , adapted to their needs and that was just the EI now in the first year , faced with a room with tables and chairs lined oversize your . The room is divided with other classes in other shifts that the school works .

Sorting by row in the eighteenth century , begins to define the great form of distribution of individuals in the school order : row of students in the class , in the hallways, courtyards ; placement assigned to each task for each and every test , alignment age classes one after the other ; succession of subjects taught , the issues dealt with in order of increasing difficulty. And this set of alignments required , each student according to their age , their performances , their behavior , now occupies a row , then another , he moves all the time in a number of houses, some ideas that mark a hierarchy of knowledge or capabilities of the class or the school that allocation of values or merits (Foucault , 1995 , p.125).

One of the first difficulties pointed out by the first grade teacher was saying that students can not organize themselves within the classroom. Figueiredo (1999) reports cases where during recess children are extremely organized. This is visible in plays and games , established by rules common to all. From this, the author supports the idea that children do not have the possibility to organize the room as the teacher, in most cases, centralizes all decisions , impeding or preventing self organizing them.

In this new room there is no space for most children's productions. The reading corner also there He was replaced by weekly trips to the library, which does not have the pads and the whole atmosphere of comfort that the previous room provided to students. News come to affect the routine of the students. The call becomes frequent in the group, so the names are being replaced by nicknames throughout the year. Often nicknames are linked to bodily characteristics such as low, thin, tall, ugly, etc. Throughout the first year, many students start to lose your name being recognized only by his nickname.

The child has to adapt quickly to a whole structure of education that happens to individualize it. Before that it was the collective and individual is now fragmented. Materials, toys and snacks are individual , all are labeled with the student's name. Before this tagging was already done, but all the material was used in a collective manner. The contents are also fragmented, because the teacher establishes minutes for each subject, Portuguese, Mathematics, Social Studies, Science, Art, Religion and Physical Education. The manner in which these subjects are worked refers to the final years of elementary school.

Note that the spatial organization of the room the first year is used as a control mechanism of the students who are sitting there, influencing the whole movement, thinking and acting, both children and teachers. Indirectly, the way classes are organized, the student awakens certain expectations for their behavior, aiming largely to lack of interaction with fellow side, in order to maintain the silence of the room. During the observations, it was realized that this actually happens in the classroom the first year as students enter, and can not sit up and interact with colleagues.

> Students are led to answer what the teacher wants to hear, usually an answer he already knows. Doubting, criticizing the activities believed to be correct is seen even as an act of indiscipline and often those who dare to resist and challenge are punished, discriminated against and labeled as poor students. (FIGUEIREDO, 1991, p.44).

The teacher, more rigid than the teaching of early childhood education, did not let the kids leave the place and demanded almost absolute silence in the classroom. What might be the reason for some oras feel unsafe, according to the report:

> Who sent you stand? If I see someone standing over again, I stand here beside my desk. Who is not sitting will not be able to go pro after recreational [...] I did not ask anyone to come show me the work.

Freire (1991) reports that lack vision to the school system, it is difficult to explain the immobility which are subjected to children when they enter school. Even if it were possible to prove that a person learns best when it is still and silent , this could not be imposed so sudden and violent. When questioned about this teaching model , which goes on to ask other ways to teach students without imprisoning the classes, silent and motionless. States that in determining the student stand still was to assimilate the contents learned the theory that one learns only the head and the body only serves to develop the mind happens to be more present in the proposed teaching of many teachers. Both the body and the mind should be understood as sole body interacted with each other. Both are important in the school environment and not to carry one (body) and other learning (mind).

In the room the first year the contents began to be taught in a fragmented way. Yet there is story time, class Portuguese Language, Mathematics, Physical Education among other activities, but often without the teacher responsible for the room make associations between the knowledge. At first glance one may believe that the dichotomy between body and mind that kindergarten sees as deliberate aim of the first year. However, what happens is a body control for an overestimation of the mind.

UNDERSTANDINGS OF THE PROCESS

Initially, the indicators of the spaces of childhood can be realized in physical space, which in Early Childhood Education is arranged according to the needs of groups of children, varying with the amount of them as well as the furniture tailored to your needs, promoting personal identity and developing their skills, providing security and trust. Instead, the physical space in the first year is divided with other classes, which generates strangeness, discomfort and insecurity because children spend no longer recognize that space. Thus, it tends to confirm the hypothesis that the period of three months, which the child spends the kindergarten for the first year, is not exclusive condition can cause it to be adapted to the furniture and the whole routine of the first year which is structured under the vision of schooling .

During the observations, the passage of EI for the first year, you can highlight significant aspects on the development of children who experience these two moments in your training. In IE, the child is usually dominated by syncretic thinking, that is, by mixing and overlapping perceptions, with a preponderance of affection. In the first year, by the sight of the classroom teacher, the focus turns to the cognitive aspects, with a reduction of syncretism. Before the activities were in search of the construction of the self and affective relationships with others . Now , in the first year , the intellectual processes aimed at the replacement of objects and speech by the appropriation of the written language .

Many institutions EI have the difficult task of receiving children at any time and age . Where observed, it was found that there was an effort to promote access to multiple languages and learn modes . Children find a world that intends to abandon the child on the basis of preparation for adult life. Cobra up children attitudes and tasks that often interfere negatively in the

constitution of the child-being, such as not being able to attend school square, because they are already "big" for that too. The adultização children is a gradual process , but involves having the assistance of mediators committed to advancing quality of child development, rather than requiring that the child has at various times the look of the adult. During the observations , it was noted that the teacher looked carefully for children, talking and listening to each, creating an environment suitable for demonstrations through the interaction of play, the games both in class and outside of it .In the first year, the concern was the acquisition of written language, among other ways to stimulate thinking and experience creating , without excluding the concern with the content required within the school knowledge inherent to cognitive development. Inside the room there was room to express affection, which is already between children who migrated from kindergarten. For a period affectivity child was camouflaged or unable to be expressed, providing and promoting the acquisition of new knowledge about , because from that moment, showed themselves more creative and happy. In retrospect the beginning of observations in 2009 considering the inclusion of children aged 5 and 6 years, who were in the last months of early childhood education in a space devoted almost exclusively to primary education, we find a significant sample of what happens to children who have the opportunity to experience a space dedicated to the playful, movement and expression. Suddenly, these children began to come across a formality almost radical in an environment devoid of free movement. With the reduction of playfulness, expression, and the jokes, the classroom the first year shall be an environment that can call for hours of plaster. The movement as a language favors the construction of autonomy, in which the child can produce knowledge through stories, creating stories, singing songs, relating with peers in a play without sitting silent and learn techniques and content ready standardized. As the observed data, the child spends hours sitting amid various contents in the first year in which the major concern of the teacher is to teach reading and writing, leaving only small gaps for playfulness and movement. From these considerations, it allows to conclude that the movement is configured as a very sensitive indicator pointing to the existence of children's culture, said preparing for adulthood begins by decreasing the possibilities of action and imposition of bodily behaviors. However, in the first year, the freedom of expression that existed in another step, related to the daily life of the child will cease to exist every year she progresses in school, social interactions often occurred only in the schoolyard during the recreational or occasional walks, since the biggest concern was the the teacher's schooling.

The children involved in this work, even in spite of the difficulties which face in their socioeconomic environment, and significant advances have beneficial results with the different ways of working the various enveloped the playful languages in the teaching learning process. The use of recreation as a key part in children's learning is responsible for experiences related to the emotion that needs to be structured from the inside out, through living the values , skills and difficulties element, which are enriched in the expression, self-esteem thus arriving the construction of knowledge through learning significant. Therefore, language and thought are formed as elements of great value to the steady monitoring of child development, providing important support for the observation and thus possible mediators of interventions that may help it advance its development.

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PHYSICAL SPACE OF CLASSROOM OF EARLY CHILDHOOD EDUCATION AND THE FIRST YEAR OF THE CHILDREM AND CORPORALITY

ABSTRACT

This article aims to map the transition from kindergarten to first year giving special emphasis on the physical space of classrooms. The methodology is inspired by the case study provided multiple sources of evidence. From these indicators, we can see that the space of kindergarten is a welcoming environment in which playfulness is a dimension of language, because the child is expressed with freedom, imagination, creativity and delight through drawing, dance and jokes. In the first year, the expression occurs, most often, by use of the written word, and the few times that the play is associated. With the advance of passage for the coming years, features such as spontaneity, creativity, imagination, pleasure, joy and fun, and the size of the body, movement and physical activities tend to be lost, leading to schedules filled with school contents to be developed in a short period of time varying between 45 minutes and 1h30min, in which the teacher, often without any dialogue knowledge, various works content.

KEY WORDS: Child Education, Space, Primary school for nine years.

ESPACE PHYSIQUE DE CLASSE DE L'EDUCATION DE LA PETITE ENFANCE ET DE LA PREMIERE ANNEE DE L'ENFANT ET CORPORALITÉ

RÉSUMÉ

Cet article vise à cartographier le passage de la maternelle à la première année de donner un accent particulier sur l'espace physique des salles de classe. La méthodologie est inspirée par l'étude de cas fournie sources de données multiples. Ces indicateurs, nous pouvons voir que l'espace de la maternelle est un environnement accueillant dans lequel ludique est une dimension de la langue, parce que l'enfant est exprimé en toute liberté, l'imagination, la créativité et le plaisir à travers le dessin, la danse et blagues. Dans la première année, l'expression se produit, le plus souvent, par l'utilisation de l'écrit, et les rares fois que le jeu est associé. Avec les progrès de passage pour les années à venir, des fonctionnalités telles que la spontanéité, la créativité, l'imagination, le plaisir, la joie et le plaisir, et la taille du corps, le mouvement et l'activité physique ont tendance à être perdu, ce qui conduit à des horaires remplis de l'école contenus qui seront développés dans un court laps de temps variant entre 45 minutes et 1h30, dans laquelle l'enseignant, souvent sans aucune connaissance dialogue, divers contenus œuvres.

MOTS CLÉS: éducation des enfants, l'espace, à l'école primaire pendant neuf ans.

LO ESPACIO FÍSICO DEL AULA DE EDUCACIÓN INFANTIL Y EL PRIMER AÑO DE LA NIÑEZ Y LA CORPORALIDAD

RESUMEN

Este artículo tiene como objetivo cartografiar la transición desde el preescolar hasta el primer año haciendo especial hincapié en el espacio físico de las aulas. La metodología se inspira en el estudio del caso ofrecen múltiples fuentes de evidencia. De estos indicadores, viemos que el espacio del jardín de la infancia es un ambiente acogedor en el que la alegría es una dimensión de la lengua, porque el niño se expresa con libertad, la imaginación, la creatividad y el placer a través del dibujo, la danza y chistes. En el primer año, la expresión se produce, por lo general, mediante el uso de la palabra escrita, y las pocas veces que la obra está asociado. Con el avance de paso para los próximos años, funciones como la espontaneidad, la creatividad, la imaginación, el placer, la alegría y la diversión, y el tamaño del cuerpo, el movimiento y las actividades físicas tienden a perderse, lo que lleva a los horarios llenos de escuela contenidos a desarrollar en un corto período del tiempo que varía entre 45 minutos y 1h30min, en la que el profesor, a menudo sin ningún conocimiento diálogo..

PALABRAS CLAVE: Educación Infantil, espacio, Escuela primaria durante nueve años.

O ESPAÇO FÍSICO DA SALA DE AULA DA EDUCAÇÃO INFANTIL E DO PRIMEIRO ANO E A CORPOREIDADE DA CRIANÇA

RESUMO

Este artigo tem por objetivo mapear a passagem da Educação Infantil para o primeiro ano dando um enfoque no espaço físico das salas de aulas. A metodologia empregada é inspirada no Estudo de Caso contanto com múltiplas fontes de evidências. A partir desses indicadores, percebe-se que o espaço da Educação Infantil é um ambiente acolhedor, no qual a ludicidade é uma dimensão da linguagem, pois a criança se expressa com liberdade, imaginação, criatividade e prazer através do desenho, da dança e das brincadeiras. No primeiro ano, a expressão se dá, na maioria das vezes, por uso da palavra escrita, sendo poucas às vezes que o lúdico é associado. Com o avançar da passagem para os próximos anos, características como a espontaneidade, criatividade, imaginação, prazer, alegria e divertimento, bem como a dimensão do corpo, do movimento e das atividades corporais tendem a se perder, dando lugar aos cronogramas escolares cheios de conteúdos a serem desenvolvidos em um curto período de tempo, variando entre 45min e 1h30min, nos quais a professora, muitas vezes sem fazer qualquer interlocução de saberes, trabalha conteúdos diversos.

PALAVRAS-CHAVES: Educação Infantil, Espaço, Ensino fundamental de nove anos.