09 - EDUCATION OF CHILDREN IN THE TRAILS MULTIPLE INTELLIGENCES: A RESEARCH PROPOSAL FOR THE CONSTRUCTION OF KNOWLEDGE FROM SALAS ENVIRONMENTS.

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INTRODUCTION

The Municipal School of Early Childhood Education and Elementary Alana de Souza Barboza is an educational area designed specifically for children with the aim of developing innovative work in the classroom and social development, ensuring the school community an integrated life in the vital links between man and the environment.

With the new findings on early childhood education emphasizing the child's educational in their first years of existence, has contributed greatly to changes in thinking and acting in that segment of the school, questioning their assumptions built without scientific basis, stimulating thoughts on how to develop an Education Children of quality, wherever they are, whatever the resources available.

The findings about the human mind and the way it handles memory, emotion, language, attention, motivation, action, and therefore learning, resulting in a definitive way of redizi traditional sense of the pedagogical work with children from birth to six years of age.

The first is that in this age the child did not learn significantly, so for her it was not necessary to attend "a real school, just by a pre-school, that is, a space look, a repository of hope for the maturation . " The second prejudice was that the kindergarten would need to separate strongly "sexy-time-of-play, time-chatíssima-to-learn."

Although further research into the human mind brought about by advances in cognitive science have shaken the assumptions of such retrograde ideas, the truth is that these are still strong and, like ghosts, are damaging and irreversible proportions, prevailing here and there, threatening the education the most important phase of life for the construction of tenderness and wisdom, creativity and mastery of the achievements of knowledge.

Therefore, if the science shows that the period of pregnancy until the sixth year of life is the most important organization in the foundations of knowledge and skills to be developed throughout human existence proof that the early childhood education is effectively basis of everything.

But it is essential to reflect on how to do it well and find out what it says Celso Antunes (2007), "The good-doing education beyond a sincere desire to love the child. You have to believe that early childhood education is" everything ", which means "Everything learn and do everything" so that it becomes a reality. "

Thus, the City of Bethlehem, by Professor Rita Nery Vanetta launched the challenge of implementation of an education proposal that actually can meet the needs, problems and expectations of the people towards improving their quality of life.

The proposal for an Early Childhood Education in the Track of Multiple Intelligences of the following questions:

·The moment in which all of Brazilian society and discusses the global environmental issue, emphasizing the need for ecological awareness of significant portions of the population.

·The fact of the Amazon with justification, be today, the main target of environmental concerns, to represent, variously, the last huge and rich natural reserve in the world.

· The position of the state in the geographical context of the Amazon as the most significant to occupy an area that has in diversity and volume almost all the renewable natural resources or not, present throughout the region making up for their turn to broader overview of their wealth.

·Environmental degradation in the world is very present in everyday life in our region, causing them to enter the debates the need for a change of mentality in search of new values, of ethics, which nature is no longer seen as a scenario.

·The fact that our population was not prepared to face or reestablish (recast) with its own identity, doubts, anxieties brought about by the "Environmental issue X development.".

·That in education, especially of late response to the greatness and complexity of environmental problems.

·Relations of perplexity, or have only led interventions richer, more episodic must give the time to face persistent and political virtue, through a program of short and long term, capable of preparing new and successive generations with a critical awareness the Amazon and a citizen to support his knowledge to reconcile development and environment and to man a reason and sense of balance this relationship.

So before this scenario emerges and matures the idea of a school that focuses its actions on the environmental dimension. The school is characterized as a major challenge to the metropolis of the Amazon, the change effective in the treatment so far given to environmental problems in perspective that the centrality of education to pass through a curriculum integration, and to install as part of the general education of modern man.

METHODOLOGY

Early Learning has very particular characteristics with regard to the organization of space: you need a larger space, well differentiated, easily accessible, identified both in terms of its function as the activities that take place in them.

In Eco School Alana this detail was carefully planned by SEMEC: - All rooms are identified according to the proposal of the Theory of Multiple Intelligences.

Are 7 meeting rooms, working a specific skill in accordance with the proposal of Gardner, and its line of stimulation as shown in the table below:

Nome da sala Room Name	*Intelligence - Ability*	*Line stimulation*
Living Environment Expression and Production	Inteligência Lingüística Linguistic Intelligence	Vocabulary, verbal fluency, grammar, literacy, verbal memory.
Living Environment Nature and Society	Naturalist Intelligence	Curiosity, exploration, discovery, interaction, adventures.
Games Room Environment	Logical-Mathematical Intelligence	Concept, numbering system, operating together, measuring instrument, logical thinking
Living Environment Initiation Musical	Corporal and Body - Kinesthetic	Auditory perception, discrimination of sounds, comprehension of sounds, discrimination of sounds, rhythmic structure. Motricity and hand coordination, visual -motor coordination and tactile perception of shapes, perception of weight and size, taste and hearing
Environment Movement . .	Intelligence / Personnel and Kinesthetic Body	Sides, spatial orientation, temporal orientation, creativity, literacy mapping. Motricity and hand coord ination, visual -motor coordination and tactile perception of shapes, perception of weight and size, taste and hearing
Living Environment Arts	Pictorial Intelligence	Recognition of objects, colors, shapes and sizes, background perception and visua l-motor.
Multimedia Room	Personal and Interpersonal Intelligence.	Body image, self -knowledge and social relationships, management of emotions, ethics and empathy, motivation and interpersonal communication.

The rooms - Scenes are therefore in physical spaces and pedagogical organized in order to stimulate all areas of knowledge in order to address the whole child.

·These 7 Rooms environments, have a teacher reference.

·Each classroom is identified with a legend of Folklore Amazon:

Legend of Matinta Perera (Garden I morning and afternoon)

Legend of Iara (Garden I morning and afternoon)

Legend of the Dolphin (Garden I morning and afternoon)

Legend of the Great Snake (Garden I Garden II morning and afternoon)

Legend of the Wren (Garden II morning and afternoon)

Legend of the Lilies (Garden II morning and afternoon)

Legend of Curupira (Garden II morning and afternoon).

The identification through legends excites the imagination and provides not only the insertion of the Amazonian context in all its aspects (social, cultural, physical), but the legends are the basis for the development of the Pedagogical Projects developed in the Eco-School Alana.

The routine play, quite similar to the spaces, an area important when defining the context in which children moves and act.

The routines act as structural organizers of everyday experiences, account for the structure and make the field of process to be followed and also replace the uncertainty of the future (particularly in relation to children who had a scheme to build medium-term time) , a diagram easy to take. The routine is then to be somewhat predictable, which has important effects on the security and autonomy.

The different types of environments and the dynamics of the work proposed for Multiple Intelligences requires, first, to organize a schedule of daily use (turnover) for each class of environmental change twice a day.

The dynamics of exchange happens to children. Each day a teacher is responsible for its trade with the class schedule.

Photo 1 - ROOM ENVIRONMENT OF EXPRESSION AND PRODUCTION

Stimulates vocabulary, verbal fluency, grammar, literacy, verbal memory



Source: Municipal School of EI and EF ALANA DE SOUZA BARBOZA

Photo 2 - ROOM ENVIRONMENT NATURE AND SOCIETY

Stimulates curiosity, exploration, discovery and interaction from observation.



Source: Municipal School of EI and EF ALANA DE SOUZA BARBOZA
Photo 3 - GAME ROOM ENVIRONMENT
Conceptualization, and numbering system, operating together, measuring instrument, logical thinking.



Source: Municipal School of EI and EF ALANA DE SOUZA BARBOZA
Photo 4 - SCREEN ENVIRONMENT INITIATION MUSICAL
Auditory perception, discrimination of sounds, understanding and discrimination of sounds, movement, coordination.



Source: Municipal School of EI and EF ALANA DE SOUZA BARBOZA
Photo 5 - ROOM ENVIRONMENT ARTS Recognition of objects, colors, shapes and size, background perception and visual-motor



Source: Municipal School of EI and EF ALANA DE SOUZA BARBOZA
Photo 6 - TOY ROOM ENVIRONMENT
Sides, spatial, temporal, creativity, motor skills, coordination.



CONCLUSION

Think this new early childhood education requires a teaching / learning process structured in a different methodology, to support the daily actions targeted pedagogically for children, watching their interests, their needs and problems, consistent with their cognitive development and ongoing interaction with the environment natural and social.

Presupposes a practice that builds continuously for analysis of important points of the educational process, reviewing positions, re-thinking actions, concepts and theories, considering issues that will underpin basically do this:

·A significant learning;

·learning and not collective;

·The multiple interactions of the student with the environment, with other individuals and with the object of which to allocate - if;

· The interaction of the student in the process of knowledge construction;

·The content being worked beyond the conceptual form, with possibilities procedures and attitudes;

·The plurality of intelligence and consideration that the subject has a range of skills to be developed;

·The need to act beyond areas logical-mathematical and linguistic.

This practice, with which we provide all the points mentioned above is provided for in the Salas-dynamic environments we choose.

This is an organizational methodology based on the Theory of Multiple Intelligences, advocated by Howard Gardner, in which intelligence is being discussed as a range of competence, which it defined as the ability to solve problems or create products which are valued within one or more cultural settings.

Gardner is a researcher at the University of Haward, the U.S., the area of Cognitive Science, a researcher in psychology and a great neurologist. He says that human beings are endowed with multiple intelligences and the first five years of life are critical to their development.

> All human beings are capable of at least seven different ways of knowing the world - ways that in other places I have defined as the seven human intelligences. According to this analysis, we are all able to see the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to do things, an understanding of other individuals and an understanding of ourselves (...)" GARDNER: 1994 p.14).

The main feature of this system is centered in the variety and nature of activities, given that they are offered diverse opportunities and freedom in the choice and handling of materials and to provide the expansion of work spaces and movement of children and starting a relationship interpersonal significantly with the teacher. Are conceived as physical teaching space, organized in order to stimulate all areas of knowledge, and to reflect the child as a whole. His actions requires an organization through rollers.

The educational process effected in the rooms - environments challenges children to relate the knowledge with each other, encourages discovery, motivating a person to know its reality as a social subject. De acordo com DEMO(1992): According to DEMO (1992):

> It might be surprising, but it starts in the preschool period from 0 to 6 years of age, so that no economies of the child to the world arises in the structural state of discovery and creation. Everything is new, even shocking, and it requires constant learning, especially learning to learn. We can be around her tight control domesticating, with the aim to imitate the existing parameters of society, the family, but we also motivate radical emancipatory process, from which it draws up new opportunity, new social subjects, new basic citizenship. The Kindergarten is aimed at that, if understood as a strategic conquest, self-determination, gaming and education as such. Then we have the full sense of political education, emancipatory process, which is part of the research. (DEMO 1992 p.82).

The research process is stimulated in the system Salas environments because there is a sequence in what is being developed. This all becomes immensely rich knowledge raised in the classroom and thus more effective its concern when noticed this multiple intelligences that are touched each rotation undertaken.

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THE EDUCATION OF CHILDREN IN THE COURSE MULTIPLE INTELLIGENCES: A RESEARCH PROPOSAL FOR THE CONSTRUCTION OF KNOWLEDGE ENVIRONMENTS CHAMBERS.

ABSTRACT

The Municipal School of Alana de Souza Barboza, implemented a new work proposal through Multiple Intelligences, which takes place through a classroom for a daily carvery. So much for the proposal and educational projects aimed at development environments in the rooms, always indicating the ecological approach in the Amazon is home to this project. The appreciation of the Amazonian culture is also carried out educational projects through the issue are the legends of the Amazon folklore, legends identify these room environments, causing the children to identify with the culture because it is the driving force all knowledge and more children in school way of identifying his legend as part of the rotation.

KEY WORDS: Rooms environments, Multiple Intelligences, Caster, legends, Amazonas.

L'ÉDUCATION DES ENFANTS DANS LE COURS INTELLIGENCES MULTIPLES: UNE PROPOSITION DE RECHERCHE POUR LA CONSTRUCTION D'ENVIRONNEMENTS CONNAISSANCES CHAMBERS.

RÉSUMÉ

L'École Municipale de Alana de Souza Barboza, mis en oeuvre une proposition de nouveaux travaux par le biais des intelligences multiples, qui se déroule à travers une salle de classe pour une viande rôtie quotidienne. Voilà pour la proposition et de projets éducatifs destinés à des environnements de développement dans les chambres, en indiquant toujours l'approche écologique de l'Amazonie est le foyer de ce projet. L'appréciation de la culture de l'Amazonie est aussi réalisé des projets éducatifs à travers l'émission sont les légendes du folklore de l'Amazone, légendes identifier ces environnements de salle, provoquant les enfants à s'identifier à la culture parce qu'elle est la force motrice toutes les connaissances et plus d'enfants dans l'école manière d'identifier sa légende dans le cadre de la rotation.

MOTS CLÉS: les environnements de pièces, des intelligences multiples, Roulette, légendes, Amazonas.

LA EDUCACIÓN DE LOS NIÑOS EN EL RECORRIDO INTELIGENCIAS MÚLTIPLES: UNA PROPUESTA DE INVESTIGACIÓN PARA LA CONSTRUCCIÓN DE CONOCIMIENTOS DE LOS ENTORNOS SALAS.

RESUMEN

La Escuela Municipal de Alana de Souza Barboza, implementó una nueva propuesta de trabajo a través de las Inteligencias Múltiples, que se efectúa a través de una aula para un diario de carnes. Así se defiende la propuesta y realización de proyectos educativos dirigidos a entornos de desarrollo en las habitaciones, indicando siempre el enfoque ecológico de la Amazonía es el hogar de este proyecto. La apreciación de la cultura amazónica también se lleva a cabo a través de proyectos educativos el tema son las leyendas de la Amazonía folclore, leyendas identificar estos entornos de habitaciones, provocando que los niños se identifican más con la cultura porque ella es la fuerza impulsora de todo el conocimiento y más hijos paso en la escuela de la identificación de su leyenda, como parte de la rotación.

PALABRAS LLAVE: Habitaciones ambientes; Inteligencias Múltiples, Caster, leyendas, Amazonas.

EA EDUCAÇÃO INFANTIL NAS TRILHAS DAS MULTIPLAS INTELIGÊNCIAS: UMA PROPOSTA INVESTIGATIVA DE CONSTRUÇÃO DO CONHECIMENTO A PARTIR DAS SALAS AMBIENTES.

RESUMO

A Escola Municipal Alana de Souza Barboza, implantou uma proposta nova de trabalho através das Inteligências Múltiplas, que é efetivado através das Salas Ambientes numa proposta de rodízio diário .Esta proposta privilegia e efetivação de projetos didáticos voltados para o seu desenvolvimento nas Salas Ambientes , ressaltando sempre o enfoque ecológico pois a Amazônia é a casa deste projeto. A valorização da cultura Amazônica também é efetivada através dos Projetos didáticos cujo tema são as lendas do Folclore Amazônico, essas lendas identificam as Salas Ambientes, fazendo com que as crianças se identifiquem cada vez mais com a cultura, pois ela é a mola propulsora de todos os conhecimentos e, mais as crianças adentram a escola identificando a sua lenda no quadro de rodízio.

PALAVRAS CHAVES: Salas ambientes; Inteligências Múltiplas; Rodízio; Lendas; Amazônia.

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