

218 - ORGANIZATION AND PRINCIPLES IN THE PROCESS OF CURRICULUM FOR EARLY CHILDHOOD EDUCATION UNITS OF THE SECRETARIA OF BELEM MUNICIPAL-PARA-BRAZIL: A NEW WORK PROPOSAL

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INTRODUCTION

The curriculum of some units of Early Childhood Education (UEI) of SEMEC has been planned with respect to the individuality of children, allowing their choices in learning situations, which should be observed closely by the teachers for it go through the construction of knowledge, because for Edwards, Gandini and Forman (1999), all knowledge emerges in the process of social construction and of itself, the teacher should establish a personal relationship with each child and build on this relationship in the social system of the school.

"Early childhood education involves both caring for and educating augmenting the range of transformation of experiences that occur in day-to-day life of children, characteristics that will mark their identity, and these changes develop the practice into your daily life." (CRAIDY and Kaercher, 2001).

The child is a social being is born with emotional capacities, emotional, cognitive, and also interact and learn with people around them, influencing the environment in which it operates. It is this interaction that gives the learning and development occurs. Based on their experiences throughout life, children have their own perceptions, thoughts and interpretations of their productions in art making.

The dialogue begins in the pursuit of program content: hence, for this conception (of education) as a practice of freedom, their dialogue begins, not when the teacher-student meets with his student-teachers with a teaching situation, but rather when he wonders about what will talk with them 1987, p.83) This discussion about the content of the dialogue is a discussion about the curriculum. (Paulo Freire, 1987, p.83)

The reconstruction of rules, the reinvention of words and ways of speaking, finally, the recreation of the world is perfectly possible through paintings, sculptures, drawings, models and games.

The social and cultural dimensions of play in the constitution of the social subject becomes a joke, an activity that enables and ensures the child to cultural appropriation, and appropriating the knowledge produced culturally, it is able to produce it.

It's the games that are developed important skills in children such as attention, imitation, memory, imagination. And they are mature socialization skills through interactions and experiences lived rules. (RCN v.2, 1998). (RCN v.2, 1998).

For Junqueira Filho (2005), such activities do not refer simply to the children are at work, but as learning situations, action-interaction of children with an object of knowledge, language, people or issues are material and / or symbolic of world.

Childhood is made of a succession of stages of development and each one has its peculiarities. The development is continuous, and each stage is a vital process for the next step. This process occurs globally, and the child grows and develops its potential plans affective, intellectual and social However, each child is unique and has its own rhythm of development determined by the facts generic and influenced by the physical, family, social and cultural.

The educator's role in this process is of fundamental importance, establishing emotional bonds, encouraging the acquisition of skills and gradually expanding the possibilities of communication and social interaction for children. It is for the educator to plan and provide learning situations, considering the needs, pace and individual differences of each child in order to respect it and appreciate it.

For Krebs (2007), child development becomes a complex and multidimensional process, starting from their characteristics, early in a child's life the most obvious are the motor function and perception, and gradually emerging language and thought

This process was difficult to explain by the theories of human development, in interaction between human development and in the contexts in which they are inserted.

Aiming at the development of children and mediating the construction of learning situations based on their social, political and cultural is posing as proposed actions that emphasize the social construction of the child.

In his view, to see the child as a social history and, therefore, citizens of rights and duties should be guided activities to educate and take care of the child population in multiple languages. This means that the basic needs of child is with her and for her, regardless of the degree of complexity, are moments of knowledge construction of identity and autonomy. Therefore, there was to allow these activities, with food, hygiene, educational activity and physical activities for children from 2 years of age, so by that you reduce the risk factors resulting in positive changes in living habits of children in early childhood education.

Units Early Childhood Education Today, as part of basic education, as the Law of Directives and Bases of Education - LDB 9394/96, serves children from 6 months to 5 years, is configured so as part of the education process and as such, responsible for training of children.

In the society we live in, the number of women who need the insertion in the labor market is increasing. Several reasons contribute to this, among them, we can highlight the need for collaboration to the family budget, the responsibility of being the only source of income for your family or even for personal fulfillment. However, to help you get to work, most need a safe space to let their children full-time and uses the units of Early Childhood Education, maintained by the Municipal Education in Belem They serve children from 6 months to 3 years full-time, from 7:30 to 18:30 and partial classes, morning and afternoon for children 4 and 5 years of age.

Rethinking a service for children, with a pedagogical practice that redirects the actions, implementing a curriculum proposal that values children, where care and education are part of a process with respect to the rhythms of each child is one of the challenges, achievements and overcoming UEI's a space that fosters different behaviors as a response or action, determined by the potential of each individual, which defines its development.

In any dimension, the Office of Early Childhood Education should direct their actions to the success of a common goal, acting on the safety and competence in their decisions because of your leadership in their day to day can guarantee a positive role

model to define its custom.

It is noticed that the children seen in UEI's, bring a unique richness in their forms of communication and expression, and different living conditions and their integration into society.

In this sense, the selection of content and articulation of teaching experience were developed by generating languages with the aim of promoting the physical and social environment where children feel welcomed and safe at the same time to overcome challenges, allowing wider knowledge about themselves, others and the environment in which they live.

METHODOLOGY

The teaching-learning process, specifically the curriculum and practice in early childhood education has generated dimensions and depth of studies in search of better develop it. Para isso, o ponto de partida é a reflexão das ações que serão planejadas ao longo do ano letivo. For this, the starting point is the reflection of the actions that are planned throughout the school year.

To develop professionals working in UEI's Municipal Secretary of Belem, the capacity to evaluate their own work, favors the enrichment of its socio-cultural knowledge and pluralities in the various spaces and re-signify their knowledge.

The speed with which changes and transformations occurring in society has interfered positively in the educational system breaking with pre-established models and introducing new proposals that allow flexibility, creativity, autonomy, dialogue between social actors and new forms of work organization and the principles the teaching-learning process in the construction of knowledge in different areas of early childhood education.

The implementation of teaching practices is based on the principle of language generation, through design which produces the look on the selection and articulation of content in early childhood education, promoting conditions for the development of free expression, authenticity and spontaneity of children. It is through the learning situations proposed, which takes into account the need for the movement of multiple languages (social, mathematical, oral, visual, bodily, theatrical, musical and plastic) and through which the child belongs.

The beginning of this process occurs with the diagnosis of the forms of pre-registration for those responsible meet when applying for posts that are offered by units. The teachers, giving a value to the analysis of these chips have the opportunity to know the origin of the children in your class with the data related to socioeconomic status and health of themselves, as the mother's pregnancy, breastfeeding and vaccination.

Based on the characteristics found, are drawn up plans for the adjustment period, where children will encounter a new environment, composed of adults and children with whom they never interacted. This inclusion in this new environment, with specific routines, and removal by long hours in their families, the child will require a significant effort to adapt.

When children are in UEI's reach, are embraced by their teachers and it is up to them to observe the characteristics of each child and their way of being and relate to the new environment that now become part of daily life.

There must be respect for the rhythm of each child, in their expressions of fear and anxiety gradually, as in the early days they may be only a few hours and go slowly becoming familiar to the new environment.

During the school year, are selected content-language, which organize the daily life of children since their arrival, the units of Early Childhood Education by the time you return to their homes. Through content-language is given the child the opportunity to engage in social experiences of different family experience, where she will have contact with other children in a stimulating environment, safe and cozy. It is those moments that children are exposed to multiple languages, through the organization of space, where the movements of the languages are given by:

- Oral Language (conversation, story telling and retelling, story events, public speaking, forward messages...);
- Musical Language (nature sounds, body sounds, music heard and sung, musical genres, games sung...);
- Plastic-Visual Language (modeling, collage, prints, photographs, drawings, painting, texture, sand, sand, cotton...);
- Welcoming the language (arriving in space, separation from family, their conversation...);
- Language Intra and Interpersonal (relationship with each other, expressions of care and affection, with nature, with the world, sharing and matching rules, building values, self-esteem, confidence, independence, affection, fun and games in general...);

At the end of each period for the development of various themes discussed by the children, heights occur where products are exposed and socialized with their parents or guardians who know and appreciate the "work" by them. At such moments are also presented the proposed objectives for all to see their knowledge expanded.

RESULTS AND DISCUSSION

Throughout the process of experiences this school year, it was observed that the socialization of children more outgoing and gradually the more introverted, joined the training groups, which aim to share with others.

During the games there are many children who are interested in throwing and kicking the ball with or without specific skills for their development, but always ready for development and enforcement of rules favoring the socialization between them and the working language within and interpersonal.

In handling the clay is worked the plastic-visual language where 90% of children show interest, concentration and great satisfaction in creating and building something that resembled the known objects in their daily lives.

In language arts, there has been interest from all the children when making collages for the construction of individual fish and manatee collectively constructed, geometric shapes and pictures with crayons.

In contações stories, with presentation of the illustrative figures, there was a significant boost on speaking children who demonstrated in his experiences related to family events counted, so we develop oral language.

When the language was crafted musicianship, all children have expressed interested in participating, singing the words they knew, completing the final phrases of music, watching the figures presented that illustrated the theme of the letter, and make inquiries about who would like to know .

The culmination of these results was seen in the days to the summits of the themes developed in the period foreseen for the production of the children were exposed to visitations from their parents or guardians, who have noted that the experiences they lived and rebuilt, the expansion of its vocabularies, the conquest of their independence and all the interactions that had now led to the learning process.

CONCLUSION

Because it is a new work proposal is expected to arise the difficulties and limitations on the understanding of how that would happen is the construction work, requiring the availability of the participants involved in theoretical foundations that seek to subsidize them. Therefore, many studies are conducted in group wheel of readings, in-service training and educational

workshops aimed at deepening the process multiple languages in a gradual and significant, realizing that the new proposals bring satisfactory results for everyone involved in the process, especially for children who are part of UEI's at the local Belem

The process of constructing knowledge held in these educational areas has been evaluated continually, and the certainty they need to continue their studies so as to increase further the organization's curriculum process in environments of Early Childhood Education units of SEMEC. During the teaching practices developed, it was concluded that the children have established a communication between them, increasing their knowledge, are socially interactive, learning and developing their capacities affective, emotional and cognitive.

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ABSTRACT

The pedagogical practice developed in some units of Early Childhood Education Department of Education Department of Bethlehem is aimed at development of children through learning situations based on the social context in which they are embedded, to promote a welcoming and safe environment that is conducive to the expansion their knowledge. For this achievement, it takes into account the need for the movement of multiple languages, experiencing diverse experiences of the agents of change and giving opportunities through the findings of conversation, storytelling, paintings, drawings, models, cutting and pasting, music, games and jokes general. Thus is born a curriculum that emerges from this movement languages that allow generating the children perform the actions, interactions, expand their knowledge, learning and skills inherent in being a socially developed.

KEYWORDS: Curriculum; Multiple Languages; Learning.

ORGANISATION ET PRINCIPES DANS LE PROCESSUS DE PROGRAMME POUR UNITES DE PETITE ENFANCE DU SECRÉTARIA DE BELEM MUNICIPAL-PARA-BRESIL: UNE PROPOSITION DE NOUVEAUX TRAVAUX

RÉSUMÉ

La pratique pédagogique développé dans certaines unités de la Petite Enfance Education Department of Education Ministère de Bethléem, vise le développement des enfants à travers des situations d'apprentissage basée sur le contexte social dans lequel ils sont intégrés, afin de promouvoir un environnement accueillant et sûr qui soit propice à l'expansion leurs connaissances. Pour cette réalisation, il prend en compte la nécessité pour le mouvement de plusieurs langues, connaissent des expériences diverses des agents de changement et de possibilités de dons à travers les conclusions de la conversation, contes, peintures, dessins, modèles, découpage et le collage, la musique, des jeux et des blagues général. Ainsi est né un programme d'études qui se dégage de ces langages mouvement qui permettent la production des enfants d'effectuer les actions, les interactions, d'élargir leurs connaissances, l'apprentissage et les compétences inhérentes à devenir une entreprise socialement avancés.

MOTS-CLÉS: Curriculum; plusieurs langues; Learning.

ORGANIZACIÓN Y PRINCIPIOS EN EL PROCESO DEL PLAN DE ESTUDIOS PARA UNIDADES EDUCACIÓN INFANTIL DE LA SECRETARÍA DE BELÉN MUNICIPAL-PARÁ-BRASIL: UNA NUEVA PROPUESTA DE TRABAJO

RESUMEN

La práctica pedagógica desarrollada en algunas unidades de Educación Preescolar del Departamento de Educación del Departamento de Belén está dirigido al desarrollo de los niños a través de situaciones de aprendizaje basadas en el contexto social en que se encuentran inmersos, para promover un ambiente acogedor y seguro, propicio a la expansión sus conocimientos. Para este logro, que tiene en cuenta la necesidad de que el movimiento de múltiples idiomas, experimentando diversas experiencias de los agentes de cambio y de dar oportunidades a través de los resultados de la conversación, narración de cuentos, pinturas, dibujos, modelos, cortar y pegar, música, juegos y bromas general. Así nace un programa que surge de este movimiento de idiomas que permitan la generación de los niños realizar las acciones, interacciones, ampliar sus conocimientos, el aprendizaje y las competencias inherentes a su desarrollo social.

PALABRAS LLAVE: Currículo; Varios idiomas, Aprendizaje.

ORGANIZAÇÃO E PRINCÍPIOS NO PROCESSO CURRICULAR DAS UNIDADES DE EDUCAÇÃO INFANTIL DA SECRETARIA MUNICIPAL DE BELÉM-PARÁ-BRAZIL: uma nova proposta de trabalho

RESUMO

A prática pedagógica desenvolvida em algumas Unidades de Educação Infantil da Secretaria Municipal de Educação de Belém visa à formação integral da criança por meio das situações de aprendizagem baseados no contexto social em que as mesmas estão inseridas, favorecendo um ambiente acolhedor e seguro que propicie a ampliação de seus conhecimentos. Para essa realização, leva-se em consideração a necessidade do movimento das múltiplas linguagens, vivenciando experiências diversificadas dos agentes transformadores e oportunizando as descobertas através das conversas, contação de histórias, pinturas, desenhos, modelagens, recorte e colagem, músicas, jogos e brincadeiras em geral. Nasce então um currículo que emerge desse movimento das linguagens geradoras que possibilitam as crianças realizarem as ações-interações, ampliem seus conhecimentos, aprendizados e as capacidades inerentes a um ser socialmente desenvolvido.

PALAVRAS-CHAVE: Currículo; Múltiplas Linguagens; Aprendizagem.

PUBLICAÇÃO NO FIEP BULLETIN ON-LINE: <http://www.fiepbulletin.net/80/a1/218>