

## 142 - PLAYING, CREATING AND INTERACTING IN EARLY CHILDHOOD EDUCATION UNITS OF THE SECRETARIAT OF BETHLEHEM CITY-PARA-BRAZIL.

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### INTRODUCTION

Units in Early Childhood Education (UEI), part of the Municipal Education Bethlehem (SEMEC), children receive care and attention turned to the construction of a teaching and learning process, based on a curriculum that aims to establish of the child. This organization is accomplished by means of learning situations based on social context in which they are inserted to promote a welcoming and safe environment, thus providing the expansion of their knowledge more thoroughly.

Integrating this process, occurring in January and July Camps in the areas of early childhood education in that topics are defined related to all forms of play, providing opportunities for knowledge of various languages to children through play. Taking language as the language of driving fun, it is necessary to emphasize that the play is an infantile form of human ability to experience situations, models and how to master the reality, experiencing and predicting events (ALMEIDA, 2007).

In the play, natural and spontaneous act of the child, it happens to interact with the world. Playing the child develops the ability to imagine, to insert themselves into society and learns to live in groups, using the resources at its disposal to explore the world, expand your perception of it (and about yourself), organize their thoughts and emotions work and feelings. The child not only enjoys, but recreates and interprets the environment in which they live.

The activities can be games, toys sung, or any other activity that empower them to contribute to the formation process of these children, that when used in this context of the play interacts spontaneously without realizing that it is acquiring knowledge and developing the skills necessary for learning. The game is for children to exercise is a preparation for adulthood. The child learns to play, is the exercise that makes you develop your potential.

*Play is thus a space in which to observe the coordination of previous experiences of children and what objects manipulated suggest or cause at this time. (RCN v.2, 1998).*

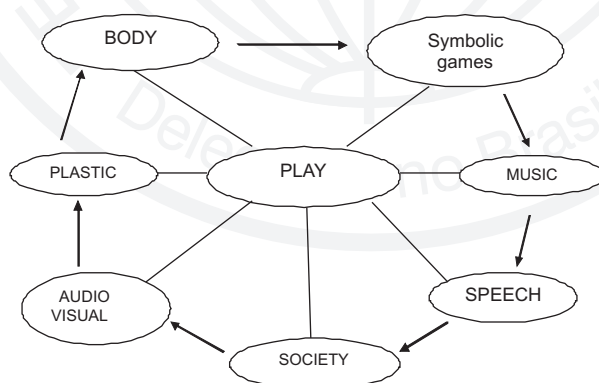
Whatever the joke or pedagogical action, children participate, because everything that arouses interest and curiosity is novel and may promote interaction with others.

When thinking of a plan to explore the fun, games and entertainment, children's space and time become dynamic, spontaneous, playful, creative imagination, and noisy features that are part of children's culture and enabling the development of moral values

### METHODOLOGY

The actions developed in the projects of the Camp of UEI's "Cremation" and "St. Augustine", which are part of the municipal school of Bethlehem are shown through the preparation of projects during the months of January and July. In such spaces are constructed educational projects based on the language of the play, which will generate the various languages that make up the "net" of the content specified therein, allowing a children's learning in this period.

### MOVEMENT OF LANGUAGES



- Plastic Language Visual: painting;
- Body Language: chair dance, dance contest;
- Musical Language; music heard and sung nursery rhymes;
- Oral Language: storytelling and informal conversations;
- Audio Visual Language: watch DVD movies and music (drawings);
- World Social Language: valuation of collective spaces;
- Symbolic Language of the Game: play (tug of war, bowling, hula hoop, sack race, the mouth of the oven, fishing, popping balloons, skipping, ball in the basket).

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

Daily, the existing spaces in UEI's are arranged so that they may offer another opportunity for children to interact with each other ways of establishing communication through play. For that, some adequate resources are necessary to realize these projects such as balloons, rope, hoops, balls, gouache, chairs, bowling, baskets, bags, puppets, brushes, papers, and others who can complete the following actions: shower, pool, park, fishing, playing wheel. An example to illustrate one of the actions is that, when filling the balloons with air and water for children to enjoy, this enables them to experience a new sensation, especially when the water falls on your body. In the park, children have the opportunity to walk on the sand, up and down the stairs, catch the fish that the fishery can be found in the sawdust, and watch the movies, tell stories, sing songs and dances.

With the completion of these actions envisaged in the projects that were developed for the period of the Camps, is expected to promote recreational activities, focused on the games, where children can have moments of spontaneity, relaxation and interaction between them and social aspects of developing and contributing to the construction of the learning process.

### RESULTS AND DISCUSSION

Throughout the process of experiences during the Summer Camp in UEI's "Cremation" and "St. Augustine", we found that children played, interacted and had fun with each other creating ties, affection and the throne is more spontaneous, which may contribute to the development process of these children.

During the games, many children expressed interest in some specific activity, and therefore sought to develop them optimally. It was observed that the activities in which freedom of expression was given to children, spontaneity was evident, widening participation and, consequently, the interactions between them, which promoted the socialization of individuals in the environment they are inserted.

Through observations and daily records, it was noticed that children responded to the proposed activities, their involvement during the games. Thus, the learning process was evident during the period in which it was conducted culminating in the exposure of children's productions, to expand their vocabulary and socializing with everyone involved.

### CONCLUSION

The process of knowledge construction performed in UEI's "Cremation" and "St. Augustine" has been developed through a job offer based on a curriculum that emerges from the movement of the generative languages, allowing children to carry out the actions, interactions, broadening of their experiences, knowledge, learning and capabilities inherent in a subject socially developed.

Thus, the pedagogical practices developed during the period of summer camps such UEI's, promote recreational activities, which provide opportunities for children to have moments of fun, entertainment and interaction between them developed, so their emotional aspects, cognitive and social thus promoting the integral development of children served in these spaces.

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### PLAYING, CREATING AND INTERACTING IN EARLY CHILDHOOD EDUCATION UNITS OF THE SECRETARIAT OF BETHLEHEM CITY-PARA-BRAZIL.

#### ABSTRACT

Proposals for actions developed for Camps in Early Childhood Education Units (UEI) "Cremation" and "St. Augustine" in the months of January and July, to promote recreational activities, focusing on the games, where children can have moments of spontaneity, relaxation and interaction between her emotional and social aspects of developing and contributing to the construction of the learning process. To produce these shares will be offered to children playing activities, games, games, toys sung, bowling balls, pool, park, fishing, storytelling, songs and dances. Experiences considering the movement of different languages, with language as driving, playing. Thus, interactions between the subjects included in the learning process will be and therefore the full development of these children.

**TAGS:** Games, Games, interaction.

### JOUER, CREATION ET INTERACTION EN TOT ÉLÉMENTS DE LA FORMATION DES JEUNES DU SECRETARIAT DE LA VILLE DE BETHLEEM-PARA-BRESIL.

#### RÉSUMÉ

Les propositions d'action mis au point pour les camps de la petite enfance Education Units (UEI) «crémation» et «Saint Augustin» dans les mois de Janvier et Juillet, à promouvoir les activités récréatives, en se concentrant sur les jeux, où les enfants peuvent avoir des moments la spontanéité, la relaxation et l'interaction entre ses aspects émotionnels et sociaux du développement et de contribuer à la construction du processus d'apprentissage. Pour réaliser ces actions seront proposées à des enfants jouant activités, jeux, jeux, jouets chanté, boules de quilles, piscine, parc, la pêche, des contes, chants et danses. Experiences en considérant le mouvement des langues différentes, avec le langage que la conduite, en jouant. Ainsi, les interactions entre les sujets inclus dans le processus d'apprentissage sera donc le plein épanouissement de ces enfants.

**TAGS:** Jeux, Jeux, interaction.

**JUGAR, LA CREACIÓN Y LA INTERACCIÓN EN LA NIÑEZ TEMPRANA UNIDADES DE EDUCACIÓN DE LA SECRETARÍA DE LA CIUDAD DE BELÉN-PARA-BRASIL.****RESUMEN**

Las propuestas de acciones desarrolladas para Camps en Educación Infantil unidades (UEI) "cremación" y "San Agustín" en los meses de enero y julio, para promover actividades recreativas, centrándose en los juegos, donde los niños pueden tener momentos la espontaneidad, la relajación y la interacción entre sus aspectos emocionales y sociales de desarrollo y contribuir a la construcción del proceso de aprendizaje. Para producir estas acciones se ofrecerán a los niños que juegan las actividades, juegos, juguetes cantado, bolas de bowling, piscina, parque, la pesca, narración de cuentos, canciones y bailes. Teniendo en cuenta las experiencias del movimiento de las lenguas diferentes, con el lenguaje como la conducción, jugando. Así, las interacciones entre los sujetos incluidos en el proceso de aprendizaje será, por lo que el pleno desarrollo de estos niños.

**ETIQUETAS:** Juegos, juegos, interacción.

**BRINCANDO, CRIANDO E INTERAGINDO NAS UNIDADES DE EDUCAÇÃO INFANTIL DA SECRETARIA MUNICIPAL DE BELÉM-PARÁ-BRAZIL.****RESUMO**

As propostas de ações elaboradas para as Colônias de Férias nas Unidades de Educação Infantil (UEI) "Cremação" e "Santo Agostinho" nos meses de janeiro e julho, visam promover as atividades recreativas, voltados para as brincadeiras, onde as crianças possam ter momentos de espontaneidade, lazer e interação entre ela desenvolvendo aspectos afetivos e sociais e contribuindo para a construção do processo ensino aprendizagem. Para a realização dessas ações será oferecido às crianças atividades lúdicas, brincadeiras, jogos, brinquedos cantados, boliche, bolas, piscina, parque, pescaria, contação de histórias, músicas e danças. Experiências vivenciadas considerando-se o movimento das diversas linguagens, tendo como linguagem impulsionadora, as brincadeiras. Assim, das interações entre os sujeitos inseridos no processo se darão as aprendizagens e, portanto, o desenvolvimento integral dessas crianças.

**PALAVRAS-CHAVE:** Brincadeiras, Jogos, interação.