



Pedagogical practices in an integrated approach

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ABSTRACT

Planning is an essential component for the success of the activities to be carried out in the school environment. School planning should not be a rigid process, but rather flexible enough to adapt to the ever-evolving needs of students. The research was of the descriptive qualitative type, in a pre-III class which has 23 students, aged 4 to 5 years.

Keywords: Planning, Rigid process, 4 to 5 year olds.

1 INTRODUCTION

Planning is an essential component for the success of the activities to be carried out in the school environment. It is a continuous and adaptable process that requires a deep reflection on teaching practices, especially in the context in which they are applied. In this sense, "educational planning can be understood as a process that encompasses teaching practice in the day-to-day of the school, throughout the school year, prioritizing the training of students through the school curriculum" (ALMEIDA & FRANÇA, 2018, p. 69).

School planning should not be a rigid process, but rather flexible enough to adapt to the ever-evolving needs of students. Flexibility in planning allows educators to adjust their approaches based on student progress, response to activities, and circumstances of the educational environment. This is essential to cater to students with different individual needs, making planning a dynamic tool for teaching success. The present work refers to the field research carried out in an Early Childhood Education school in the city of Capanema-PA.



2 METHODOLOGY

The research was of the descriptive qualitative type, in a pre-III class which has 23 students, aged 4 to 5 years. The observations took place during a month, in the morning shift, and it was already possible to identify some difficulties that the students presented in the diagnosis. Such difficulties caused attention, as it is considered that in this age group of 4 to 5 years, students must have already developed some skills that correspond to this level of education.

3 RESULTS AND DISCUSSION

Regarding the difficulties observed among the students, the difficulties in the acquisition of motor coordination were highlighted, as some students could not even hold the pencil correctly, thus hindering the execution of class activities. In this sense, Rossi considers that, for the child to have a significant learning, from the psychomotor perspective, it is necessary that he has a good command of the gesture and the instrument. This means that you will need to use your hands to write and therefore you will have good fine coordination. (ROSSI, 2012, p. 14)

In the moments of observation, it was noticeable that most of the students did not have full knowledge of the vowels, because when asked about the order of the vowels, the children spoke correctly, however, if they pointed to only one, they did not know how to answer correctly. In addition, the students were also unaware of the application of vowels in words, with regard to terms that have vowels as initials. In view of this, it was possible to plan continuous and interconnected activities so that students could better fix the contents.

The first activity consisted of the presentation of a video referring to the vowel "A" and then some questions were asked to the students about their understanding of the video. The children were interested and engaged with the content of the video. In the second activity, students were given an exercise on an A4 sheet of paper, which contained two questions involving stippling and painting.

Most of the children were successful, even with the doubts that arose, because during the activity, which consisted of painting the vowel "A" among other different vowels. However, some children did not use the requested color to paint the vowel, or did not color the correct vowel. But in the end, all the students were able to complete the assignments. Another activity consisted of the knowledge of the vowel "E", in which the same methodology was used as the activities related to the vowel "A". However, the students had no difficulty in carrying it out and all were successful. Thus, it can be said that these interconnected tasks were of paramount importance, since it provides a better way of fixing the contents, as well as stimulating the students' motor coordination.

The knowledge of geometric shapes and colors was worked on with the students. Subsequently, the students watched a video regarding geometric shapes, and then were asked about their understanding of the



video. An activity was also made available to the students on an A4 sheet of paper, which related the shapes to the objects by connecting dots. Some children encountered difficulties, but the teacher helped them until the activity was finished correctly. In addition to connecting the dots, the students painted the drawings of the shapes and objects.

The use of play in the literacy teaching process plays a key role in providing a more engaging and effective educational approach to children's familiarity with letters. The introduction of playful activities, such as interactive games, play, and dynamic visuals, not only makes the learning environment more attractive but also stimulates students' interest and curiosity. Through playful experiences, children can explore the universe of letters in an intuitive and pleasurable way, associating them with significant contexts in their daily lives. This approach not only contributes to the acquisition of formal knowledge of letters, but also promotes the development of cognitive, social, and emotional skills, creating a solid foundation for the literacy process. Play, therefore, emerges as an essential pedagogical tool, enabling educators to instigate learning effectively and, at the same time, promoting a stimulating and enriching educational environment.

It can be said that some of the students found it difficult, but from the interaction with the groupmate and the playful activities, they were able to perform correctly. The students were extremely attracted and involved in the activity, since it was designed based on the knowledge about playfulness, so that the students could fix the contents through a playful activity. In view of this, Dallabona and Mendes (2004, p. 9) consider as "positive the presence of games, toys, playful activities in schools, in class schedules, as educational techniques and as a pedagogical process in the presentation of contents".

4 FINAL THOUGHTS

Planning is an ongoing, reflective, and unfinished factor. The context and diversity of students must always be taken into account, since the elaboration of activities has to be linked to aspects of reality, as each student has their own learning time and their singularities. Therefore, it is up to the members of the school to set goals and do everything possible to achieve them, with a single purpose in mind: the learning of all students.



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