



Enjoyment in Early Childhood Education in Brazilian regulations

Desfralde na Educação Infantil em normativas brasileiras

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ABSTRACT

In Brazil, since 1996, the Law of Guidelines and Bases of Education (BRASIL, 1996) defines Early Childhood Education as the first stage of Basic Education, aiming at the integral development of children up to five years of age, in their physical, psychological, intellectual and social, complementing the action of the family and the community. In 1999, National Curriculum Guidelines for Early Childhood Education (DCNEIs) were established, revised by CNE/CEB Resolution No. 5/2009 (BRASIL, 2009). This Resolution characterizes day care centers and preschools as institutional spaces for the education and care of children from zero to five years old.

Keywords: Enjoyment, Early Childhood Education, Regulations.

RESUMO

No Brasil, desde 1996, a Lei de Diretrizes e Bases da Educação (BRASIL, 1996) define a Educação Infantil como primeira etapa da Educação Básica, tendo como finalidade o desenvolvimento integral da criança de até cinco anos de idade, em seus aspectos físico, psicológico, intelectual e social, complementando a ação da família e da comunidade. Em 1999, são fixadas Diretrizes Curriculares Nacionais para a Educação Infantil (DCNEIs), revisadas pela Resolução CNE/CEB nº5/2009 (BRASIL, 2009). Tal Resolução caracteriza as creches e pré-escolas como espaços institucionais de educação e cuidado das crianças de zero a cinco anos.

Palavras-chave: Desfralde, Educação Infantil, Normativas.

1 INTRODUCTION

In Brazil, since 1996, the Law of Guidelines and Bases of Education (BRASIL, 1996) defines Early Childhood Education as the first stage of Basic Education, aiming at the integral development of children up to five years of age, in their physical, psychological, intellectual and social, complementing the action of the family and the community. In 1999, National Curriculum Guidelines for Early Childhood Education (DCNEIs) were established, revised by CNE/CEB Resolution No. 5/2009 (BRASIL, 2009). This Resolution characterizes day care centers and preschools as institutional spaces for the education and care of children from zero to five years old.

In this context of Early Childhood Education defined in Brazilian regulations, systematized from a set of knowledge already built on what it means to educate and care for young children in collective environments, and under construction in the daily life of school institutions (OLIVEIRA et al., 2019), very



young and small children (BRASIL, 2017) experience a developmental milestone in their lives that we focus on in this research: enjoyment. In order for enjoyment to be valued in the pedagogical proposals of Kindergarten schools and in the programs of the disciplines of the Pedagogy and continuing education courses for daycare and preschool teachers, it is essential that it be adequately addressed in the official regulations of the first stage of Basic Education.

In this research, part of a broader investigation through which we also seek to identify the knowledge of Early Childhood Education teachers about removing diapers, enjoying these regulations is focused.

2 METHODOLOGY

This is a documentary research, of a descriptive nature (GIL, 2007), carried out in the period 2021-2022, which aimed to identify, describe and analyze how enjoyment is addressed in national regulations of Early Childhood Education with regard to the forms how it is conceptualized and the guidelines on this process offered to teachers and managers of day care centers and preschools.

As data sources, national regulations on Early Childhood Education published in Brazil from 2009 were used. In 2009, the National Curriculum Guidelines for Early Childhood Education were established in Brazil, which have been in force since then. For this reason, this year is considered the initial one for data collection, which was carried out as described below:

1 – A survey of national regulations on Early Childhood Education was carried out on the pages of the National Council of Education (CNE) and the Ministry of Education. The regulations published from 2009 onwards were read in full, seeking to find out how enjoyment is addressed in the first stage of Basic Education. All references made to enjoyment (if any) were systematized in a table, with the name of the regulation, date of publication, section mentioning enjoyment. When there was no mention of enjoyment, this fact was indicated in the aforementioned chart.

Based on the literature on enjoyment and the function of Early Childhood Education in Brazil (FELIPE, 2001; OLIVEIRA et al., 2019; QUADROS, 2017), the excerpts selected in the regulations were analyzed, so that an overview of how this landmark of the development is addressed in them.

3 RESULTS AND DISCUSSION

With regard to the national regulations for Early Childhood Education published by the National Council of Education from 2009 onwards, we selected, for this research, Resolution CNE/CEB No. 5/2009, which establishes the National Curriculum Guidelines for Early Childhood Education, and Resolution CNE/CP n° 2/2017, which institutes and guides the implementation of the National Common Curricular Base, to be compulsorily respected throughout the stages and respective modalities within the scope of Basic Education. These mandatory resolutions guide the preparation of state and municipal Early Childhood



Education curricula and also the preparation of pedagogical proposals for day care centers and preschools. It is noted that such resolutions do not directly mention enjoyment in their articles.

We also selected, for analysis, the CNE/CEB Opinion n° 20/2009 that justifies the CNE/CEB Resolution n° 5/2009, which establishes the National Curriculum Guidelines for Early Childhood Education and the CNE/CEB Opinion n° 17/2012 that provides guidelines on the organization and operation of Early Childhood Education, including teacher training, in line with the National Curriculum Guidelines for Early Childhood Education. In these two opinions there are mentions of enjoyment.

In the first opinion, sphincter control is described as one of the outstanding acquisitions in the lives of children in Kindergarten. The practices involved in achieving this control by the children are pointed out as having to be mediated by the teachers, who must intentionally plan them. Such practices must be based, according to Opinion CNE/CEB n° 20/2009, on the right of the child to be well attended as a human person, and on the right of the child to appropriate, through bodily experiences, the established ways culturally related to one's own body.

In Opinion CNE/CEB No. 17/2012, aspects related to potty training brought in Opinion CNE/CEB No. 20/2009 are reaffirmed. In addition, in this opinion there is an emphasis on the fact that support for sphincter control is a function of the Early Childhood Education teacher, and should not be assumed by assistants, who do not have adequate training to be fully with the children, accompanying them in all practices that take place in kindergartens and preschools. In this opinion, it is determined that contents related to toilet training – and other practices directly related to care in Early Childhood Education – are part of the curricula of teacher training courses.

4 CONCLUSION/FINAL CONSIDERATIONS

In the national regulations in which toilet training is addressed, an understanding of it is observed that is in line with the literature on this developmental milestone and on Early Childhood Education (BARBOSA; QUADROS, 2017; OLIVEIRA et al., 2019; GOH et al., 2013 ; GOMES, 2019). These regulations even highlight the need for teacher training to be a function of the teacher who works at this stage of Basic Education, and should be part of the curricula of teacher training courses. In general, it is important that enjoyment has a place to be studied and discussed in initial and continuing training courses for Early Childhood Education teachers, being adequately treated in regulations that guide and define work in day care centers and preschools. - Brazilian schools.



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