



THE INFLUENCES OF THE INTERFACE FROM AN OBJECT WITH ANIMATION IN THE EARLY CHILDHOOD EDUCATION

¹Marco Antonio Nogueira Gomes, ²Edvan Wilson Ferreira Pinto, ³Valdemir José Máximo Omena da Silva, ^{*4}Sarah Patricia Aguiar e Silva Omena, ⁵Alcione do Socorro Andrade Costa e and ⁶Isabel Marques de Brito

¹Prof de Metodologia Científica (UEMA), Doutor em Informática da Educação (UFRS)

²Prof de Filosofia (IFMA). Doutorando em Políticas Públicas (UFMA)

³Prof de Administração (IFMA), Doutorando em Ensino (UNIVATES)

⁴Prof de Administração (IFMA). Mestre em Memória: Linguagem e Sociedade pela (UESB)

⁵Prof de Sociologia (IFMA), Mestre em Antropologia (UFPA).

⁶Prof de Contabilidade (IFMA). Mestre em Desenvolvimento Sócio Espacial e Regional (UEMA)

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ABSTRACT

The interface of the early childhood education. One approaches the elementary education in Brazil. One emphasizes the periods of formation of the family and the child education. One makes explicit the influences of the interface from an object with animation in the elementary education, the joke as a proposal to reach the child/learner and animated objects as a way of interaction in the teaching and learning process. Finally, the conclusion that only starts and not only exists answers or definitive positions about this theme, but we focus on proposing reflections about the use of technologies in the educational practice.

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INTRODUCTION

Ever since technology has become part of the educational environments, it has been a fundamental role in the formation of the learner, because it works as a facilitator in the teaching and learning process, by mediating the whole interaction of the child in his construction of knowledge. The technologically prepared environments to mediate what teachers offer as a content of learning and its applications, become the planning more effective and creative in its task to teach by enabling several ways of teaching mediation and the interaction between students and teachers. However, it is worth to remember that the childhood learning owns a several range of characteristics that involve lots of conditions, competences and contexts.

***Corresponding author:** Sarah Patricia Aguiar e Silva Omena

Prof de Administração (IFMA). Mestre em Memória: Linguagem e Sociedade pela (UESB)

Some assumptions for the learning can be considered as a consensus among the diverse researchers from some theoretical currents of the modernity, but because it is an object of study of extreme complexity, there are great areas left to be studied as the area of human behavior before the process of learning to learn. The current study focuses on leading the reader to a reflection about the use of technology in the early childhood education as a way to integrate the technologies in the teaching and learning process. Skills like that enable not only the exchange of information by diverse interfaces provided by the learner but also the planning, production and assessment of materials or learning processes among the students, thus allowing the construction of flows, rhythms, patterns and routines of essential communication to a process of construction of the knowledge. In this context the early childhood education in Brazil will be approached its nuances and consequences in the education of a child, right after the influence of the interface of an object with animations

in the early childhood education and the conclusion that is an attempt to lead the reflection about the behavioral change of the teacher before the technology used for better preparation of the children.

The early childhood education in Brazil: Brazil and other countries that make up the American continent was colonized by Europeans and the biggest proof of all this is in the influence and the cultural miscegenation that guides and gives sense to the existence of the people. The conception of the child and even more of the early childhood education in Brazil is the result of the struggle of other people, being a country victim of the exploitation and influence of others. But this does not mean this country did not learn to write its own story, since the accumulation of knowledge that was given to it over a century guided itself and enabled the expansion of new ideas, especially in the field that rules the early childhood education. According to Oliveira (2010, p. 91): “The history of the early childhood education in our country, to a certain extent, has accompanied the history of this area in the world, although there are particular features in Brazil”. The conception of the child and the early childhood education in the country demonstrated a differentiated care, that is, the treatment for children changed depending on the social status and inhabited region (urban or rural area). Until the midst of the 19th century, the service of small children far from the mother in institutions like day care centers and playgrounds practically did not exist in Brazil. In the rural area, where most of the population lived at this time, farmer families took care of lots of orphaned and abandoned children, usually results from the sexual exploitation of the black and indigenous woman by the white landlord. On the other hand, in the urban area, babies abandoned by their mothers, at times illegitimate children from girls who belonged to families with social prestige, were collected in the “exposed exhibitions” which existed in some cities since the beginning of the 18th century. (OLIVEIRA, 2010, p. 91). The challenge to convince the political authorities at this time to build day care centers and support institutions for abandoned children seemed to be a fight in vain, since the child protection policies were still far from being a reality or a claim instrument. Nevertheless, the second half of the 19th century, during the monarchic age, lots of changes affected Brazilian Society and some of them concern the care and education of abandoned children.

In the period precedent the Republic proclamation, one observes isolated initiatives from childhood protection, many of them guided to face the high levels of child mortality at this time like the creation of support entities. Furthermore, slavery abolition in Brazil raised, on one hand, new problems related to the fate of the slave’s children, who would not take their parents’ condition on and, on the other hand, contributed for the increasing of abandoned children and for the search of new solutions to the childhood issue, which, in fact, represent only an ‘art of hiding the dirt under the carpet’: construction of day care centers, asylums and boarding schools, seen like similar institutions and destined to take care of poor children at this time (OLIVEIRA, 2010, p. 92). This way, it is possible to realize the determination from the governments to build day care centers and specialized entities in the childhood education. On the other hand, changes did not stop at this moment, since after the Republic Proclamation and, even more the birth of a new federal constitution, there was a number of things to be done and others to be revised such as extending incentive laws for childhood protection that had as the main

objective to meet the demands by educators and society in general. Private institutions founded the Institution for Childhood Protection and Assistance in 1899, which preceded the creation of the Childhood Department in 1919, a governmental initiative that suggested the idea of a scientific assistance for children. [...] In 1908, the first elementary school was settled in Belo Horizonte and, in 1909, the first municipal kindergarten of Rio de Janeiro. (KUHLMANN JÚNIOR, 2000, p. 481). The foundation of institutions and responsible organs for childhood support was expected with great anxiety, especially for the less privileged families, because a society surrounded by great changes, such as rampant urbanization and industrialization opens the doors to the insertion of women in the job market and this started to be something common to ensure the livelihood of all the members of a house. Almost everything was right, but the point is, after the woman’s way out from home towards job paid offers, the education of the children could be affected, since history and society have always put the family in charge of children’s education. Therefore, this new social structure put the women in one of the most difficult dilemmas, working outside or staying and taking care of the family following the traditions.

[...] the urbanization and industrialization in larger cities, intensified at the beginning of the 20th century, produced a set of effects that changed the traditional family structure concerning the care of small children. [...] Like most of the male labor force was in farm work, factories created had to hire a great number of women in the work at this time. However, the problem of their children’s care while they were working was not considered by the industries that settled, so the women workers had to find emergency solutions in their own families or other women, who proposed themselves to take care of the children in exchange for money. (OLIVEIRA, 2010, p. 94-95). The entrance of the women in the job market was a confirmation that the Brazilian society was somehow influenced by the imposed transformations of the capitalism. In spite of this, the family was still considered indispensable in the integral formation of the children and, that’s why the school could not give up this important help.

According to Szymanski (2003, p. 38): “The family revealed itself an indispensable factor to the child education, [...] without the active collaboration of the family, the school will fail in its mission, the importance of the family in children’s education is more than one can think”.

By understanding the family role and, especially the woman one in the small children education, the unions started to press companies and businesspeople to ensure the mother’s right to a more specific care with the children, other than demanding the construction of day care centers and other institutions of support for the workers’ families. According to Oliveira (2010, p. 97):

In 1923, the first regulation about the woman’s work predicted the settlement of day care centers and breastfeeding rooms next to the workplace and shopping facilities and industries should facilitate breastfeeding during the workload of the women. The decision of the justice for the improvement of the job conditions was pivotal for the life quality of families that needed to work in order to keep the livelihood and family unity. So, the passing of these laws let the mothers more satisfied with this new situation, because, they could dedicate themselves to their functions without giving up their children’s

care. Based on this, Oliveira says (2010, p. 100): “[...] the Consolidation of Labor Laws – CLT, from 1943, which counts on some prescriptions about the female workers’ children in order to facilitate the breastfeeding during the journey”. As one can observe, laws were becoming more and more concrete and at the same time strict, which meant a union’s victory and thousands of families that sought more decisive support from government officials and entrepreneurs. Another evidence of these changes was the Guideline and Base Law of national education passed in 1961 (Law 4024/61) that deepened the perspective approved since the creation of kindergartens: its inclusion in educational system. Therefore, one cannot deny the struggle for expanding the Early Childhood Education in Brazil has not been a hard battle to be won, but as seen before, the changes and transformations, and especially in the way of thinking of this society, proved the feeling of duty fulfilled, but not completely finished, because it understands that it is still possible to improve some points and maybe add some others that certainly can mean a positive aspect for the quality of the early childhood education in general.

The influences of the interface of an object with animations in the early childhood education

The school is the second institution in which the child has a contact directly and with whom he will maintain a strong connection. Focused on socialization of the cultural knowledge historically produced by the humankind, its objective is the human formation, by preparing the citizen for life. The school must provide the best use of the (re) creation of conditions of existing and cultural materials. The school content, supposedly, shall articulate itself with social questions by valuing the local culture, though not limited to the same, but localizing it in front of the other cultures. The education consists of the methodological socialization of the new generation. The cultural legacy of the society (knowledge, values, goods) must be included in the pedagogical proposal of each school, in order to inculcate the ideas, feelings and practices, which will enable them to the adulthood according to society. As a natural activity for men, playing encourages the involvement of the child with what he is doing, by putting his feelings and emotions in his actions. Therefore, one starts from an assumption that by playing is the way the child organizes the world around him, because he assimilates information and experiences and automatically incorporates attitudes and values. So, the response that through playing, along with the use of interfaces, he reproduces and recreates the surrounding environment.

The interface is the presence of one or more tools for the use and movement of any information system, either a material one or a virtual one. As a teaching resource, it can value experiences lived in the human history, by leading the child to appropriate his social and cultural functions through the interaction with the other people and its practice consists of the reflection in cultural practices that are unusual currently. In this context, the interface of an object can and must be used as a teaching resource, because in the early childhood education and all the steps of the elementary and middle school, it contributes to the increasing of the knowledge about the lifestyle of a society. The idea of interface can be understood as a metaphor. It is used to mean a “toy” like a mediation, intermediation or a cognitive process. The toy can be understood as a platform for a meaning negotiation, through a representative system that can derive meanings for the

perceiver. The term interface concerns the contact surface or the mediation between the child and the machine so this increases the access and functionality of the technology. The interface of an object with available animations in the early childhood education expresses the flexibility and the unpredictability in the comprehension of meanings linked to the teaching and learning process, because it produces a network of meanings that depends on the relations created over a trajectory between one environment and another. An interface follows the principle of usability, a very experienced concept of the computer users nowadays, where a project of usability of having time of learning, that is, the necessary time so that the target community of users learn to handle the interface. The performance concerns the processing time a machine takes to execute a determinate task. Another aspect to be considered are the errors of the user, that is, how many and what are the most common errors the user can make while he starts the execution of a task. The retention of the user’s knowledge is strongly linked to the user’s learning time and satisfaction before determinate aspects of the system. It can be obtained through the application of techniques of appropriate assessments.

Conclusion

With the development of the communication and information Technologies, the way we communicate with each other, work and learn has been going through meaningful changes. The computer is a machine that own impressive features in integrating large varieties of symbolic systems and processing them. This way, it is necessary to pay attention to the use of new technologies applied to the education, because, when they are good employed, they can qualify the teacher’s practices, but if they are at school without being used, this provides no change but space occupation and time wastage. The possibilities of growth for the learner becomes real and expressive when it provides in the teaching and learning process. This possibility of transposition between languages can be especially useful as a support material for the study and activities developed in the early childhood education, because it allows a more evident interface for the students who are so used to playing with their peers in order to learn the contents studied easily.

We noticed that besides facilitating the comprehension of the structural aspects of a content, the activity of transposition between different systems of representation, also provides domain of that knowledge by the learner. For example: a multimedia program about the discovery of Brazil will be able to provide students to see the caravels, the indigenous people, the native people of this time, their clothes and still hear them speaking, making gestures and communicating according to the scheduled time. This variety of ways of access to the same knowledge is only possible by the interface of a computer, which processes the same information in different systems of representation: movements, sounds, pictures and physiognomies among other aspects. Implementing learning proposals that enable the learner to play with the possibility of transposition of information between systems of representation in the multimedia environment can be a valuable way to provide the strengthening of the learning (McLELLAN, 1996). Nowadays technologies are being implemented in classrooms for a good class schedule with interfaces more and more meaningful for the students, especially the early childhood education ones, where the way of teaching should be all

related to the reality of the children. Educational softwares have improved over the last few years as teachers have learned to take advantage of the computer skills. We can teach and learn with programs that ensure interfaces in a confident environment, personal and group interactions that go beyond the content to help constructing a rich referential of knowledge, emotions and practices through this content.

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