



The comprehension about socialization and child in the Child Education: what changes with the Pedagogy course?

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Abstract

In the pedagogy formation for the CE-Child Education, it found the notions of child, childhood, and socialization, themes highlighted by the childhood sociology. From the practical experience of the Pedagogy's students had acting in the CE, it identifies a critical comprehension of these notions? Thus, it realized a research with the speeches of the Pedagogy's students of UFRN to understand following aspects: the conceptions of child and childhood before and after entering course; the importance of CE to the children formation; the perception of children's socialization; the role of the school on child socialization; and, the teacher gaze before the children acting in the school routine. In conclusion, some issues are revealed in teachers' formation to the CE, because of the pedagogical lacks on fundamentals about childhood and socialization. However, even tardily, the course provokes changes in the students, with a renew recognition about the importance of the school socialization of child.

Keywords: Educational policy. Management of education. Plan of Articulated Actions.

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A compreensão sobre socialização e criança na educação infantil: o que muda com o curso de pedagogia?

Resumo

Na formação da pedagogia para a EI-Educação Infantil encontram-se as noções de criança, infância e socialização, temas destacados pela sociologia da infância. Partindo da experiência de estágio dos estudantes que atuaram na EI, identificar-se-ia a compreensão crítica dessas noções? Assim, realizou-se uma pesquisa com as falas dos estudantes de pedagogia da Universidade Federal do Rio Grande do Norte, analisando as concepções de criança e de infância, antes e após entrarem no curso; a importância da EI na formação da criança; a percepção da socialização das crianças; o papel da escola no processo de socialização; e, o olhar da professora diante da atuação infantil na rotina escolar. Como resultado, dificuldades foram reveladas na formação dos professores de EI, devido às carências pedagógicas nos fundamentos sobre infância e socialização. Porém, mesmo tardiamente, o curso provocou mudanças nos estudantes, reconhecendo-se a importância da socialização e da atuação das crianças na escola.

Palavras-Chave: Formação docente. Curso de pedagogia. Educação Infantil e infância. Socialização escolar. Sociologia da infância.

La comprensión sobre socialización y niño en la educación infantil: ¿lo que cambia con el curso de pedagogía?

Resumen

En la formación de la pedagogía hacia la EI-Educación Infantil se encuentran las nociones de niño, infancia y socialización, temas destacados por la sociología de la infancia. ¿Partiéndose de la experiencia práctica de los estudiantes de pedagogía para actuaren en la EI se identificaría la comprensión crítica de estas nociones? Así, se ha realizado una pesquisa con las falas de los estudiantes de la Universidade Federal do Rio Grande do Norte para comprender las concepciones y visiones del niño e de la infancia antes y después entraren en el curso; la importancia de la EI hacia la formación del niño; la percepción de la socialización de los niños; el papel de la escuela en el proceso de socialización; y la mirada de la maestra delante de la actuación del niño en la rutina escolar. Como resultado, fueran reveladas dificultades en la formación de docente por la EI, debido a las carencias pedagógicas en los fundamentos sobre infancia y socialización. Sin embargo, mismo tardíamente, el curso a provocado cambios en los estudiantes, se reconociendo la importancia de la socialización en la actuación de los niños en la escuela.

Palabras clave: Formación docente. Curso de pedagogía. Educación Infantil e infancia. Socialización escolar. Sociología de la educación.

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Introduction

In parallel with readings, formations and conceptual transformations lived by the pedagogy students throw the academic course, they also acquire a large baggage of scientific and professionals' set of knowledge which configures a formation at higher education in the Pedagogy course. Between the fundamentals that decidedly contribute on the practical pedagogical orientations to future educators, it found the educational and sociological themes turned to the CE-Childhood Education, which is expected be included in pedagogical approaches of schools and teaching didactic organization themselves. By that formation and transformations lived by students, it also found the known social and psychological fundamentals that led pedagogical practices in the CE, include the notions of child, childhood, and socialization, as basic themes highlighted by the studies of the sociology of childhood. Therefore, the question of substance is to know if in the practical formation of the students of pedagogy to acting in CE we could identify the critical comprehension of those fundamentals' knowledge.



The changes involved in the training process of the Childhood Education teachers, according to the curricular directives defined for the Pedagogy course in this area (BRASIL), it will be understood with more depth by an analysis of the student's conceptions or views, with reference to the school notions of child, childhood and socialization. Seeking the comprehension of that, it could be compared notions like the state of conception about child before and after enter the course of pedagogy; the importance of CE to the child formation; the perception of the child socialization in the CE environment; the role of the teacher and the school in the children socialization process; and, the teacher gaze before the child acting at the activities and in the organization of school routine itself.

The subjects and the research site: the pedagogy's students before the Childhood Education

From this perspective, we adopted the notions of child, childhood, and socialization, as the aim of analysis to a qualitative research, which is the empirical moment used the semi-structured interviews with the students of the Pedagogy course. With that orientation about the study theme, we had as empirical support to this interpretive categorization the contributions generated by the live semi-structured-interviews realized in the first semester of 2016 with nine veteran students advanced in the academic experience of the curriculum of presential course of pedagogy of the Universidade Federal do Rio Grande do Norte, enrolled in the 5th and the 6th semester. From their speeches, it arrived into successive organizations and data selections, express by tabulations, categorizations and interpretations of the interviews results.

About the methodology used in this study, we count on general orientations of different approaches of the qualitative method which may be applied in the educational scientific research. Specifically, on our interviews, we consider this approach of the subjects' approximation as both technique of data collects and moment of speech production (ROSA; ARNOLDI, 2006). In the methodological procedure, it observed equally scientific criteria of the interviews practice in educational research, like informed consent, anonymity in the divulgation, comfortable scenario, stimulus to a conversation and to expand understanding, caution on the transcriptions, etc. (POWNEY; WATTS, 1987).

The accounts recording of those students we permitted, in the end, compile a large set of information about the understanding associated to their formation. Although we could identify in that formation different levels of thematic interesting, theoretical domain and depth on notions of child, childhood and child education, it is plausible consider their speech's as being representatives of developed bits of knowledge from the academic experience in courses, seminars, discussions, stages, among other activities. As methodological basis procedure to a qualitative data codification we were inspired in the ground theory, aims "[...] generate in an intuitive way theoretical new ideas or hypothesis from data, rather than to test prior specified theories" (GIBBS, 2009, p. 71).

With that perspective, the speeches codification has split into three successive moments: an open codification, an axial codification, and a selective codification. In the first moment, we proceed a successive reflexive lecture of texts, to incorporate and detected the relevant categories, it means, the revelators' elements of student's conceptions. In the second moment, we refined and reported the identified categories, with a choice of stretches and significative fragments of the speeches, subjacent on several terms used by the interviewed students. In the third moment, we selected the fundamental or central categories, organized as logical semantic blocs (synthetical) to a content analysis, that made which other categories connect as a story or identified account linked with the analysis aim of this study. Therefore, it justified the basis to a category's definition and consequently to the interpretations of their understandings about: childhood, child, school socialization in the Childhood Education and observed teacher's acting with the children.

The specific criteria on the choice of the nine interviewed subjects was they were ongoing or already had done the discipline Supervised Stage in Childhood Education. In terms of the interviewed subjects' gender, one of them was a man and the others eight were women. In terms of age, their ages ranged from 20 to 50 years. The major choice criteria where they are bound into curricular activities linked with the child education, acting our already acted in school establishment. Therefore, in the moment of the interviews, directly or indirectly, they could relate in their accounts the theoretical formation with the practices developed in the Childhood Education although the period of the stages in the schools. In addition, that stage having as the prerequisite the disciplines of fundamentals, among those the sociology of education, is precisely in that curricular component which provides pedagogy's students with an intense



contact with the children in the school environment, where the children lived daily the socialization experience. It supposes, then, those students would be those already be assimilated both the discussions on disciplines of education fundamentals, like history, sociology and psychology, and the components more specifically pedagogical and didactic, which potentially were integrated as important contributions, theoretical and practical, to a better clarification and acting in the child education.

With the realization of that interviews, done in unique encounters, with a digital record and further transcription, we obtained a rich material from which it was possible surmise inferences which approximate of most of arguments used internationally by the childhood sociologists in their discussions about a sociological view of the childhood and the child in the present society and in the child education (CORSARO, 2011; PINTO, 1997; QVORTRUP, 2010; SARMENTO, 2013; SIROTA, 2001). This is also the perspective of the researchers in Brazil, where they highlighted the fundamental social dimension in the school of Childhood Education which should be considered in the pedagogical proposal and in the curriculum, as well in the practical daily of educators with children (MARCHI, 2010; LEVINDO, 2015; SIQUEIRA, 2013).

Nevertheless, in the case of the education, those perspectives generally were not reduced only on aims into an abstract and theoretical research, but as well searching equally changes in the educational practices in their pedagogical and sociological dimensions. For that reason, we pretended have done of the moment of the interview a way to approach, recorder and analysis the subjects' ideas and motivations about their comprehension and widespread knowledge in the school quotidian, local where occurs the phenomena of socialization in the Childhood Education. That social phenomenology attached to the approaches of the interactionist sociology, which also could be enlightening to the sociological studies in the school context, because that perspective presupposed a social life as a shared composition. However, from this collective experience it also could surmise having potential conflicts of interpretations:

The social life is, therefore, the product of a "composition" among which one and the others, from a partnership and from a settlement of scores. Product constantly menaced, result contested and effect of a "continues negotiation" between actors' holders of interpretations and of divergent "definitions of situations" (PLAISANCE, 1997, p. 143).

Thus, it is logical to imagine that direction of school practices turned to the childhood, those interpretations are made in the course of the teacher training. And, it is justly in the experiences of stages in the Childhood Education that the definitions of social actors (students, trainees, teachers, and children) it challenges themselves, result in changes in the views and comprehensions. Therefore, from those references, by the sociology of childhood specifically and by sociology in general, it could begin to analyze the critical possibilities that those perspectives deal with the relations among child-childhood-school. So, it is those contributions which is found the process formation of the teachers whom will act directly with the children, aid them to have a new comprehension about the importance and the educative means attributed to the child and school socialization.

Conceptions and views of child and childhood: the importance of Childhood Education

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Within this scope, after the analysis and interpretation of the part of interviews organized in starter questions, we seek to relate the first impressions or preliminary representations from the pedagogy students about the central conceptions of this study: child, childhood and child education. With the expressions presented by the interviewed students themselves, we thought it was possible



identifies and comprehend their conceptions and views, as distinct expressions, however, articulated, in mind and practice of the research subjects. To the aims of this study, we clarify which it adopted a semantic difference, evidently with effects on the analysis, between conception and view, with the first means the subjacent cognitive content, professional and evaluative (with unaware elements) to understanding the reality; whereas the second will be an expression manifested in language like declared opinion about the acting itself or of other in the same reality. In the temporal and synchronous direction, in other words, in the academic and formative path of pedagogy students, the knowledge about child, childhood and child education had been reported as dynamic categories that it transformed in the course of pedagogy license. Indeed, the prior categories, closed with common sense, those categories passed by re-significations resulted from the formation in the higher education oriented by pedagogical knowledge spread in the university education.

Following these categories, initially, we asked the students on their conceptions about child were before entering the Pedagogy course. In according to speeches of these interviewed students, we could propose commons characteristics, organized by four analyze categories: naturalist conception and view; individualized conception and view; educative conception and view; and, fragilized conception and view. These definitions of conception and view are present in the construction of categories of analysis which we consider representatives of students schematic thought about the research themes, such we could perceive from answers, reaching into the significative denominations defined as below:

(NCV) *Naturalist*: conception/view of child and childhood such being and condition in development, as well a natural and a biological process.

(ICV) *Individualized*: conception/view of child and childhood as a social being and an ordinary individual, being as well as a particular group.

(ECV) *Educative*: conception/view of child and childhood such being of learning and teaching subject, but under in an adult educational perspective.

(FCV) *Fragilist*: conception/view of child and childhood such incapable and fragile being or being in a vulnerable condition, moreover, not provided of full rational capabilities.

These categories, as well all others which be presented, it not been previously adopted but rather create based on a successive reflexive reading of

the interview's transcriptions. Follow step, we select the stretches or significant fragments that we associated with the categories proposed. As a demonstration of this process of analysis, we present in following Table 1, with codes and numbers of mentions found, which accompany with some examples of stretches pulled of transcriptions of interview's speeches, among those that been identified with the four categories.

Table 1
Conception/View about the child before entering The Pedagogy course

Stretches or significant fragments by categories/% of mentions/Examples
<p><i>Naturalist/ 35%</i></p> <ul style="list-style-type: none"> • More to a biological part. • Being in the process of growth and incomplete being.
<p><i>Individualized/ 23,5%</i></p> <ul style="list-style-type: none"> • Have their own particularities. • Individual like other else.
<p><i>Educative/ 23,5%</i></p> <ul style="list-style-type: none"> • Learn to better deal with them (children). • If we teach too much, the child does not learn.
<p><i>Fragilist/ 18%</i></p> <ul style="list-style-type: none"> • Being that need care. • Not endowed with rational capacities.

As a result of the answer's tabulation to the question "What the conception that you had about child before entering The Pedagogy course?", we obtain the relative numbers from the total of answers. According with the conceptions which the interviewers had about child, before entering in the Pedagogy course, we perceive that the major participation was a conception and view that was denominate *naturalist* (35%), taken in consideration the idea that the child growth occurs mainly from the natural or biological point of view. Along with the conception called *individualized* (23,5%), because it takes more in account the child as social being and particular group, representing over more the half of expressions which the interviewers report with their ideas about child. The different child conceptions, between natural development and social condition, seams correspond to a traditional view that be predominant in common



sense of contemporary society, marked by the determinism, as well biological or by social environment. Nevertheless, we also noted a view of respect before the child individuality and the particularity of childhood, although by the lack of clear definitions it maintains the very old image of child as some kind of mini-adult.

In another direction, the conception and view of child considered as *educative* (23,5%), in the same weight of the "Individualized" category, implies the transformative acting of education, although dominated by the adult world, could be seen an indicator of acceptance of the possibility, by the teaching and learning of children, of a further social and individual changes. Nevertheless, less than a quart of interviewers declares having had this prior conception about child as capable individual. At opposite, the conception denominate *fragilist* (18%) logically underscored a view which prevail un idea of global incapacity attributed to child, moreover deposed of enough rational resources. In assuming that fragility occurs specially in the childhood, with the consequent need of extreme care with the child, this conception as incapable and dependent being would limit over the childhood the educational possibilities based in autonomy.

Subsequently, we asked the students what view they passed to have of child and childhood after entering The Pedagogy course. As a result of the answers tabulation of the question "What view you passed to have about child and childhood after entering The Pedagogy course?", identified and coded in according to the same categories previously defined. The set of stretches or significative fragments, as interviewers key expressions to this question, with reference to the same categories identified in the previous question, results in following Table 2.

Table 2
Conception/View about the child before entering The Pedagogy course

Stretches or significative fragments by categories/% of mentions/Examples
<p><i>Individualized/ 50%</i></p> <ul style="list-style-type: none"> • The child is a historical individual. Construed, from the environment, by their knowledge. • I continued founding that was a biological being, but that should be viewed in a special way. <p><i>Naturalist/ 23%</i></p> <ul style="list-style-type: none"> • Childhood is a highly rich phase, things began to mature rapidly. • Develop itself in biological, psychological aspects and socially. <p><i>Educative/ 18%</i></p> <ul style="list-style-type: none"> • Formerly, the child was treated as an adult. Not today, he already has his place in society. • Perceive that child has an incredible capacity of perception. <p><i>Fragilist/ 9%</i></p> <ul style="list-style-type: none"> • The phase of play, of ludic, not so much of real world. • The child began to experience a real life but continues being very fragile..

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After entering The Pedagogy course, if compared with the situation before entrance in this course, there is a great reduction of the conception and view denominated *naturalist* (23%) among the interviewed students, probably due to the contact with the propositions of the fundamentals' disciplines. Indeed, the areas of these disciplines bring the discussion of historical, philosophical, sociological and psychological content, which it is expected that students could relate in the situations of school practices proposed by the course. Accordingly, among the interviewers it could be observed that change by the rise of expressions identified with the conception and view called *individualist* (50%). This means that they passed to give a major importance to the child as an individual, in other words, as being that has his development better relate to the social and cultural dimension. However, based on the students' speeches, in school context is still be seen the continuity of an adult-centric perspective about the child socialization.



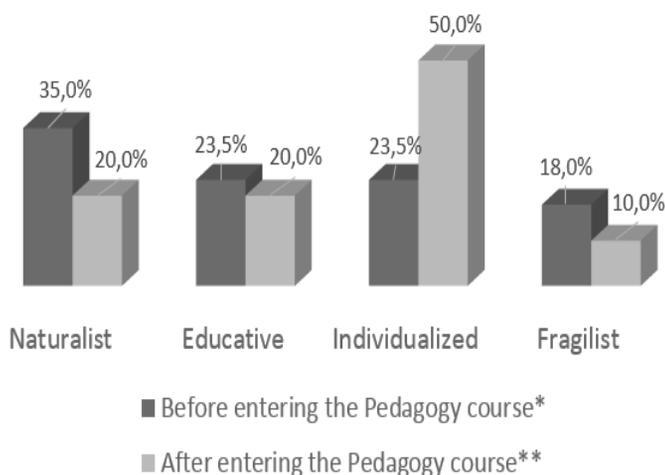
Understandably, we observed that among the interviewees, after entering the Pedagogy course, occurs a strong decline of the conception and view of the child and the childhood called *fragilist* (9%). It could correspond with the more rational and scientific discussions in higher education. Nevertheless, the answers of the students, if compared to the conceptions before entering the course, equally showed a marked decrease in the educative view of the child (18%).

On the one hand, in the sense of the academic formation of these students, would be an indication of the persistence on theoretic and practice difficulties to dominate with confidence the basis of the teaching and the learning to the Childhood Education in school context. On another hand, it is reasonable that relative reduction in the possibilities of the educative conception of the child, due to the recognition of the complexity and of the critical tenor of the pedagogical actions and proposes for the child education, mainly as it presented in the higher education. With the percentage numbers from the two questions presented, in relation to the categories of analysis already defined, we elaborate the following Graphics 1.

Graphics 1

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Conception/View of Child and Childhood Students' of the Pedagogy course



* n=17 ** n=22

In the sequence of analysis, always from the students' answers, we create characterizations to be possible identifies and classifies the forms of representation about child education and child formation, which it could present in following categories:

- *Institution of curricular formation*: it highlights the importance of the Children School in the child education as an institution of curricular formation of the child.
- *Environment of social formation*: it values the importance of the Children School in child education as an environment to the social formation of the child.
- *Place to personality formation*: it emphasizes the importance of the Children School in the child education as a site to a personality formation of the child.

In that direction, we direct asked the interviewers which the importance of the child education to the child formation would be, intended to detect the relations between child education and the present among the Pedagogy's students. The set of stretches or significative fragments, as key-expressions of the interviewers, results in following Table 3:

Table 3

Importance of child education to the child formation

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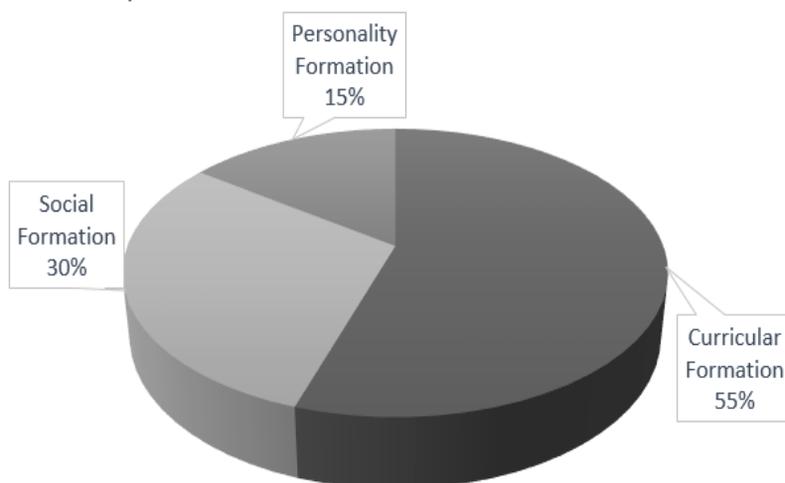
Stretches or significative fragments by categories/% of mentions/Examples
<p><i>Institution of curricular formation / 55%</i></p> <ul style="list-style-type: none"> • The child came to learn things which do not occur in their social environment. • If the child had a good Children School, they will have no difficulty in the further levels of teaching.
<p><i>Environment of social formation / 30%</i></p> <ul style="list-style-type: none"> • It is important because it is a place where the children Interact with one another. • Place to Interact in a social environment where several factors contribute to the formation.
<p><i>Place to personality formation / 15%</i></p> <ul style="list-style-type: none"> • The child is stimulated to have their psychic experiences and develop it in the future. • The children it develops respecting each phase and evolves in their social, motor and psychological learning.



Considering the speeches of the interviewees, taking by references the identification of these categories, it comes to the relative results, showed in percentage, from the absolute numbers of the stretches or significative fragments founded in the expressions collected with them. In another way to show the forms of representation of the importance of the Children School to the formation of the child, from the words of the Pedagogy's students, is by the following Graphics 2. About that subject, it displayed the predominance of the curricular formation, such that traditionally happens in the school of child education. It can also perceive a minor importance associated to the Children School in that it could relate with the social formation and the personality formation of the child.

Graphics 2

Importance of Children School in the child formation



n=20

Clearly emerge that to the large students' majority the importance of the child education to the child formation is relate with the traditional perspective of the school as an *institution of curricular formation* (55%). In such minor number, it found the interviewees that valued Children School as an environment of social formation (30%). Proportionally, only one and a half in ten students emphasize the importance of the school as a *place to personality formation* (15%). Although the idea of integral formation, embed the cognitive, social and personal dimensions, been very spread in the educational thought (the basis of the formation in

Pedagogy course), which stands out is the imposition of the school curriculum, especially defined by the pedagogic approach and by the traditional didactic organization.

Apparently, among the students interviewed there is a contradiction of notions, with a clear dominance of the curricular formation view as the most important in Children School to the child formation. Whereas, the percentages been very minor to the educative conception and view of child and childhood. Nonetheless, this paradox could be understanding as an expression of the unquestionable social role of the formal education and even the exaltation of the importance of the school place to the child formation. While it admits the pedagogical limits of educative view, with a collective character, precisely in Children School, on assimilating, by contrast, the reconnaissance of the individualized conception and view of the child in the school context, as an individual and social being with his own path.

Children's socialization, the role of the teacher and the school action in the child education

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Regarding questions turned to the focus of the academic and professional formation, it has been placed queries targeted to what expects on a set of knowledge and competency of a teacher working with children's education, such as envisaged by the habilitation of the Pedagogy course to work in this field. From the answers we investigated the comprehensions about some notions considered as part already mastered by the advantaged students, or veterans, according to the curriculum and professional qualifications in Pedagogy license. About that, we searched to know particularly the senses attributed by the students to the child socialization in those aspects linked to the teacher practice and the school organization itself.

It supposed that with the baggage of knowledge acquired in the course of the higher education, as specific academic cultural capital resulting of the lived experience in the supervised practice, the interviewed students could better focus on the competency associated to the children's education, as well describe sociological type phenomena in the practice of the child educators. Thus, with the idea that several pedagogical curricular suppositions were already assimilated, we assumed that the answers had reflected the current thinking among



the students, in other words, educational suppositions pertinent and in conformity to the average of the Pedagogy's students. It is expecting that the veteran's students have had already incorporate aspects of the future professional life, such as the importance of the school socialization, the educational role of the teacher and the school and classroom management. As a general description of the social dimensions in a normal running of the school environment, those educational issues engages specially the daily experience with the didactic and with the proper activities of a formal education and the individual and collective interaction with children into the classroom.

As a sociological inspiration question, in imagining that the reconnaissance of the social dimension could improve a pedagogical diagnosis of the classroom group, we presented to the interviewers the following question: "How do you perceive the children socialization in the Child Education?". After reading the answers, it will possible identifies the parts which we perceive enough indications to define the categories of analysis about socialization process by the accounts of the students thought. Thus, from the stretches and fragments of the speeches, in relation to the idea about children socialization in child education we proposed the definitions to the categories from the answers, following in Table 4:

- *Collectivist view*: it relates the child socialization with the social aspect's collectivists, of the institutional rules and the school community life, linked with pairs interactions and child group relations with adults;
- *Subjectivist view*: it attaches the socialization to the subjectivist aspects of children, as particular subjects identified with the proper individual psychological development of the childhood phases, recognized or stimulated by life in the school;
- *Interactionist view*: it assumed the children socialization as a combined result, in the course of life school, of an interaction between collective social experience, with the other children and adults, and the psychological behavior of the child himself.

Table 4
Perception of the children socialization in the Child Education

Stretches or significative fragments by categories/% of mentions/Examples
<p><i>Collectivist View/ 42%</i></p> <ul style="list-style-type: none"> • The children all time along are interacting, exchanging experiences and much learning. • From the moment that the child begins to talk, to play, to become friends, to like each other, then I believe that has to do with socialization. <p><i>Subjectivist View/ 37%</i></p> <ul style="list-style-type: none"> • The socialization is not a thought thing, a thing there that emerges in their life. • Egocentric children whom in the majority playing alone and want all to themselves. <p><i>Interactionist View/ 21%</i></p> <ul style="list-style-type: none"> • It is exactly that learning... of behaviors, of stimulus, because if I clap, or one child clap, another already accompanies. • I think that socialization is that which bring a behavior, the characteristics of the children in the child education.

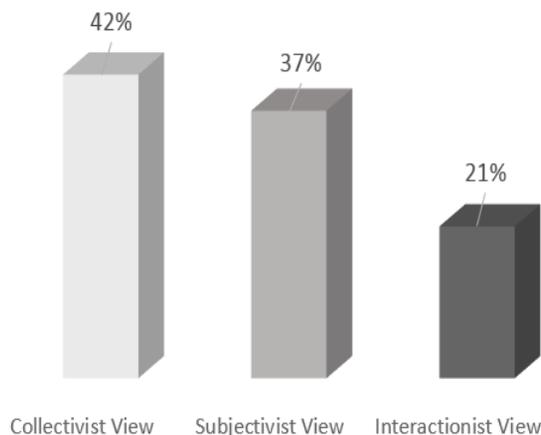
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As seen in Graphics 3, it detaches the relative numbers closed with the *Collectivist View* (42%) and with the *Subjectivist View* (37%), in front of a minor perception of the *Interactionist View* (21%). As if there had been an alternation or a divided perception between the social and the individual, between the collective and the subjective. Perhaps these educational dimensions, intricate in the reality, could be looked as imaginary separate instances, being possible define that in the didactic time and in the organization of the space into the classroom, as well in the school experience of the children socialization itself.



Graphics 3

How the Pedagogy's students perceives the child socialization in the CE



n=19

Meanwhile, it seems to occur a less sensitivity to the integrated perception of the collective and subjective educational instances, the interactionist view, despite a recognized dialectic between these dimensions. Many classical educational thinkers (Piaget, Vygotsky, Dewey, Freire) precisely inspires the interactionists approach to overcome the fragmentation between the social and the psychological. However, the students themselves in their perceptions about the phenomena of the child socialization remains with that dichotomy.

With this in mind, we continued the investigation in order to advance for a better understanding of the students thought about the teacher practice and the school action on the child socialization. So, we asked the interviewers: "What is the role of the teacher and the school in the child socialization process?". After, from the answers we produced the two following categories of analysis:

- *The role of direction and intervention*: that role was defined by the condition and the situation where it was especially detached the teacher initiative to direct the children socialization in the school, with a pedagogical tendency to interfere on this process in the classroom activities or into the children group itself.

- *The role of mediation and facilitation*: that role was defined by the condition and the situation where it frequently observed the mediation and the facilitation between the adult and the child, performed by the teacher practice to the children socialization in the course of the classroom routine.

Pursuant in the comprehension of these categories, it elaborates the following Table 5, with the interviewer's answers showing how they observed, in their supervised stage classroom, the role of the teacher in the child socialization. As it seen, in a sum of twenty-two mentions selected, in one of the two percentages, if compared to the other, it found more than the double of mentions attributed to the role of direction and intervention (68%). Meanwhile, the mentions associated to the role of mediation and facilitation resulted only in around to one third of the sum (32%).

Table 5

The role of the teacher and the school in the children socialization

Stretches or significative fragments by categories/% of mentions/Examples*Role of Direction an Intervention/68%*

- In the Children Education, to play is very strong and some children refuses to be socialized.
- It has a fundamental role through the activities realized into the classroom, or in the moments which the children exchange toys and talks.

Role of Mediation and Facilitation/32%

- The teacher is a facilitator and mediator.
- To recognize that the child having their time and learning in a different way.

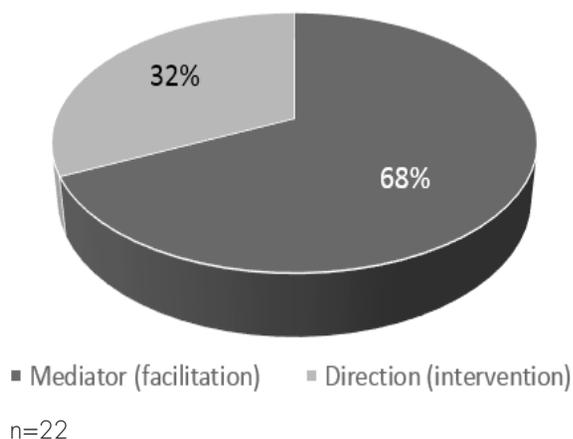
Expressing the results by Graphics 4 (The role of the teacher in the child socialization) it stands even more evident that the interviewed students in their large majority seen the role of the teacher as a director and an interventor in the process of the child socialization, instead to consider the role of a facilitator or a mediator. From the results to the opinions of those Pedagogy's students, it deducts that they have assumes more clearly the prevalence of the unilateral pedagogical action of the teacher, before the child socialization. Even in dimming form, justified with pedagogical arguments, as those that guided the aims of teaching and learning of the class plans, it remains the idea of a central



authority of the teacher. In the daily routine of the Child Education, the centrality of the teacher becomes mostly in an explicit or veiled champ to the “educative” authoritarianism of the adult over the interests of the children.

Graphics 4

The role of the teacher in the child socialization



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Another aspect in the imposition of the adult world culture over the children world in the Child Education is the importance attributed by the teachers to the organizational dimensions of the school establishment. In this sense, we asked the interviewed students: “What is the importance of the school establishment to the children socialization?”. From the opinions expressed by the Pedagogy’s students, following the Table 6, it was possible to be builder the categories relate with the importance attribution to the structures of the school which most influence in the children socialization:

School management and support staff (direction, coordination and employees);

Physical infrastructure and materials (installations, resources, furniture, etc.);

Social relationships and integration in the physical environment (spaces, pupils, teachers);

Cultural value of the school institution (public image of the school as an institution).

Table 6

The importance of the school establishment to the children socialization

Stretches or significative fragments by categories/% of mentions/Examples
<p><i>School management and support staff/ 43%</i></p> <ul style="list-style-type: none"> • The support staff should be integrated in the school and participate in all discussions, knowing the projects of the school, it is fundamental. • The managers should accompany the classrooms projects to link it to a larger project of the school.
<p><i>Physical infrastructure and materials/ 32%</i></p> <ul style="list-style-type: none"> • The child been eating, he is socializing with friends, he is also developing himself... I do not talk only about feed, but toy, book. • Furniture adaptation facilitate the child to do what he observes the adult doing.
<p><i>Social relations and integration in the physical environment/ 14%</i></p> <ul style="list-style-type: none"> • All the school spaces are to promote the children's relations with the school staff. • When the children interacting with large people in different functions they understand and compare the role of each other.
<p><i>Cultural and institutional value of the school/ 11%</i></p> <ul style="list-style-type: none"> • As the child is not be in the school, it is not socialized with other children, then he not knows how to deal with the differences. • It helps the child to convive with the differences and to inserting himself in the culture.

320

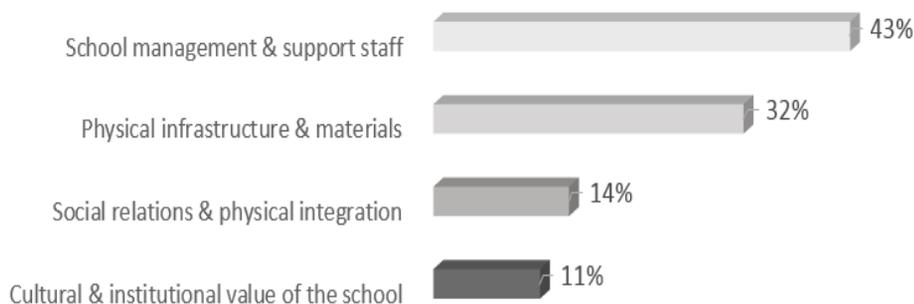
As it could perceive in Graphics 5, the Pedagogy's students when they were thinking about the child socialization, they clearly attributed a bigger importance to the dimension of the school management and the staff support (43%). Also, the aspects of the physical infrastructure and materials was mentioned as very relevant (32%). Nevertheless, to the social relations in the physical spaces of the establishment, which certainly structuring the running of the school, were much few considered by the interviewers (14%). Equally, it was lesser designed the cultural and institutional value of the school (11%), in relation to the child socialization.



In terms of the child socialization, it could observe that three quarters of the mentions gives the most importance to conjugation of two aspects: the school management with their staff; and the conditions of the infrastructure and materials. In other words, in considering the influence factors to the child socialization, the Pedagogy's students would not understand very well the dimension of the social conviviality in physical environment of the school establishment, as well the cultural and symbolic value of the school as institution.

Graphics 5

The importance of the school establishment to the children socialization



n=28

In another direction, more with a sociological character about the children acting, in relation with the school socialization itself and with the routine activities, it queried the interviewers the following question: "How you consider the participation of the children themselves in the process of socialization?". The students have remarks that in the socialization process in school it has much more interaction with peers, if compared to an equal interaction with peers and adults, or more interaction with adults. It seems that the students considered that the children socialization in the school environment would occur much more by the interactions among themselves, with a minor participation of the interaction with adults.

Table 7

How consider the children participation in the socialization process?

Stretches or significative fragments by categories/% of mentions/Examples
<p><i>More interaction with peers/ 54%</i></p> <ul style="list-style-type: none"> • The children create or leaving at school, but they also produce culture. • It been socialized among themselves, some (children) go to practice, or jump or run, so this tends to be a kind of socialization.
<p><i>Equal interaction with peers and adults/ 25%</i></p> <ul style="list-style-type: none"> • They are more communicative and get more involved in human relationships. • From the moment that child taking part, he already been in a socialization moment.
<p><i>More interaction with adults/ 21%</i></p> <ul style="list-style-type: none"> • The children need a lot of the adult intervention to gradually reach socialize themselves. • The adult is whom making interruptions with moral and behavior judgments.

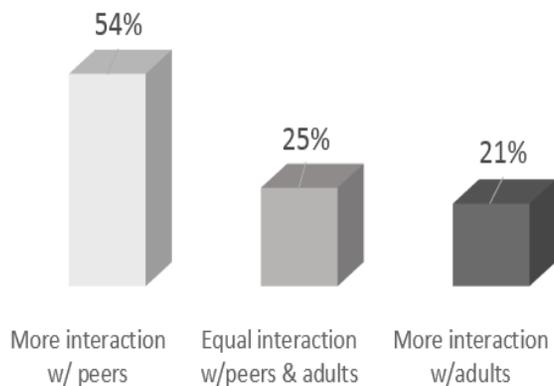
322

With other visualization of results, as it could observes in Graphics 6, the interviewers perceived that be more interaction with peers (54%), if compared with more equal interaction with peers and adults (25%), or more interaction with adults (21%). Apparently, it exists a contradiction in that perception between the future teachers in Child Education and the expected teachers' actuation before the children socialization. It should be interpreted as an educational view, but paradoxes, about the school socialization: the pedagogical objectives to socialization from the adults would be distinct of the spontaneous sense of the socialization experimented by the children themselves. As effect of the children auto-organization, it is like such spontaneous socialization was something apart and without relevance from the school socialization considered at adults' pedagogical action. Certainly, this is the contradiction that detaches when we see the underestimation of the children actuation, as effective social actors, even in their age and school peculiarity. Despite that issue, the social experience of the child with their peers was the most remarkable in the interviewers' conceptions and views.



Graphics 6

Perception of the children interaction in the process socialization at Child Education



n=24

It also seeking to know about the perception of the Pedagogy's students in respect of the consideration on the observed teacher at the supervised stage in the Child Education, on the pedagogical forwarding at the classroom routines. The formulated question was: "From your experience at the supervised stage in the Child Education, how you perceive the teacher gaze before the child actuation in the activities and in the routine organization itself?". With the interviewer's speeches, as seen in Table 8, it identified the following categories about the perception of the teacher gaze:

- *Group control* (gaze of disciplining the child group);
- *Conduct of activities* (gaze of pedagogical conduct of the activities);
- *Acceptance of autonomy* (gaze of acceptance before the child autonomy)

As it could see, with the same percentage of mentions of the interviewers (40%), it predominated the gazes of group control and conduct of activities, whereas the acceptance of the child autonomy (20%) was less observed.

Table 8
Gaze of the Child Education teacher before the child acting

Stretches or significative fragments by categories/% of mentions/Examples
<p><i>Group control/ 40%</i></p> <ul style="list-style-type: none"> • The children did not participate in the routine elaboration, all made by the teacher who "sometimes" heeded that the child said. • It lacked much the initiative to permit which the children elaborate their own activities.
<p><i>Conduct of activities/ 40%</i></p> <ul style="list-style-type: none"> • In the moment of the wheel, everybody participates building the routine, from the teacher queries, type: what we do today? • Develop the child autonomy, but according to school routine and with the pedagogical objectives and behavior rules.
<p><i>Acceptance of autonomy/ 20%</i></p> <ul style="list-style-type: none"> • Sometimes the teacher really asked the children opinions, they done, and the teacher sometimes already heeded, it's not? • The children have adapted to the classroom routine, they have space to get talking in the sequence of the events.

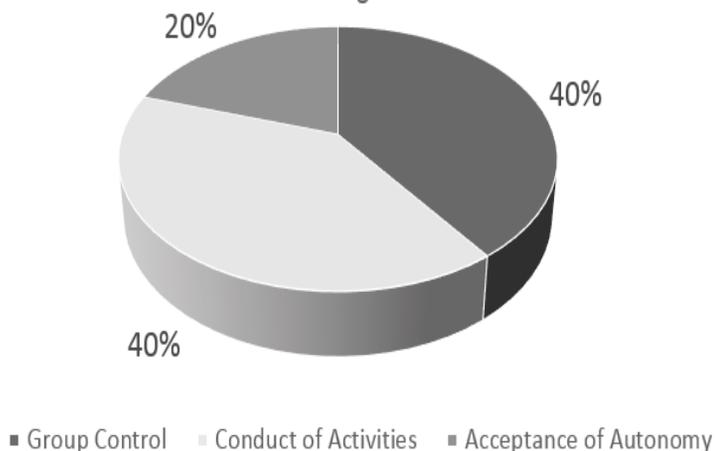
324

From the stretches of this same question in a graphical form (Graphics 7), the sum of the results of the gazes of control group and conduct of the activities correspond to 80% of the mentions. It shows a clear predominance of those attitudes of the teachers before the children conduct in the classroom. Effectively, the perception of a gaze of acceptance of the child autonomy, in the activities and at the routine organization corresponds only to 20% of the answer's interviewers. Such quantitative from the teacher display that the consideration of the child autonomy in the school environment is marginal, due to the permanence of the traditional educational weight attributed to the power of the adult to the detriment of the forms of the children actuation.



Graphics 7

Gaze of the Child Education teacher before the child acting



n=30

However, even the interviewed students perceiving this disregard on the children autonomy in the Child Education, which is one of the analysis critical basis of the childhood sociology, from their formation to teaching, they did not reveal have had a dept knowledge about the child socialization. It is that it reasoned when it did presents to them the question: "How you comprehended the understandings of your pedagogy's teachers about the child socialization in the Child Education?". As it observes in following Table 9, in most of their mentions, the students related having little knowledge about the child socialization, even if they thought it was something important.

325

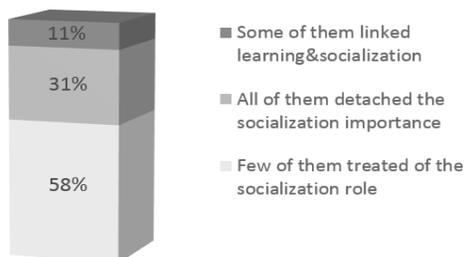
Table 9
Understanding of Pedagogy's teachers about socialization in Child Education

Stretches or significant fragments by categories/% of mentions/Examples
<p><i>Few of them treated of the socialization role/ 58%</i></p> <ul style="list-style-type: none"> • A few teachers spoken about socialization in Child Education. • That I already learn about Child Education was in my stage.
<p><i>All of them detached the socialization importance/ 31%</i></p> <ul style="list-style-type: none"> • All the teachers emphasize the children socialization, which us must encourage and to participate with them. • It talks about socialization in the Child Education disciplines, Alphabetization, Literacy and Sciences.
<p><i>Many of them linked learning and socialization/ 11%</i></p> <ul style="list-style-type: none"> • The teachers search doing activities or planning in a way that the students work in the collective as it been attitudinal concepts. • Doing that the students interacting not only with the class, but also with the content.

326 With this data as it can see in Graphics 8, it shows that most of the interviewed students, from the disciplines of their Pedagogy formation, has had the impression that a few of their teachers treated about the role of socialization in Child Education (58%). Whereas, a minority mentioned that all their teachers detached the importance of child socialization (31%). While only a small number of students related that some their teachers established links between learning and socialization in Child Education (11%).

Graphics 8

Understanding of Pedagogy's teachers about socialization in Child Education



n=26



Considering the teaching in Child Education as one of the habilitations provided by Pedagogy course, it is not ceasing to be a striking feature the students does not have reasonable knowledge about the importance of school socialization, even if they had undertaken disciplines of sociological and psychological fundamentals. It is reasonable to think the accounts of absences as results of an expected forgetfulness of the theoretic content presented to the students three or four years ago. Later, as a frustration to their former teachers, in the period of the supervised stages the supposed learning achieved by the students in the past from the disciplines of fundamentals, became an uncertain and confusing feeling of pedagogical gap. Nevertheless, it is also likely that the students' speeches really had shown a lack of teaching about child and school socialization in the course of their academic formation and professional preparation.

Final considerations

Apparently, we found some reasons to the dilemma of the Pedagogy's students, whom has been prepared to a future actuation in the Child Education: they perceived that lived behind their naïve conceptions of children before entering in course, but they had difficulties to learn the fundamentals to a more educative and individualist view of child, informed by the psychology and by the sociology. Furthermore, it still lacked a depth and clarity to a pedagogical approach of child and childhood. Besides, despite a valorization of the child individual, there had even a value contradiction when it observes that is done a minor importance to the social and personality formation. Logically, it clashes with the proposition that the school in childhood must consider the child as integral being. In other words, the school organization to the Child Education still needs transpose the limits in overly concentrate on its curricular and cognitive objectives, without recognizes with the same importance the school as space of liberty to the children socialization.

In line with the interviewers' speeches, considered as a representative group of the advanced students of the Pedagogy course, it identified following characteristics: a) they have a collective view of the child socialization, assuming as normal that the teachers had the direction role or the pedagogical intervention role; b) they done more importance, with regard to the school socialization of children, to the relationship of respect before the hierarchy of the

school management; c) they observes, at school environment, there are much more interaction among the children themselves, in detriment of the moments of dialogue with adults; d) they evaluates that the observed teachers has more a social control gaze and a pedagogical conduction regard over the children, including less expression of the child group interest; e) they assumed themselves as having little knowledge about the child socialization, even if they recognizes its value to the improvement on the teaching practice in the Child Education.

Indeed, it perceives that remains the orientations for reductionists perspectives about the childhood and the child, which it bases in common sense arguments of the biology and the psychology, especially in the aspects of the group discipline and the regulation of the individual attitudes. Besides, in their speeches the Pedagogy's students recognizes some insufficiency, particularly in the fundamentals highlighted by the childhood sociology. Meanwhile, the academic journey in the Pedagogy course, even tardily and in an incomplete way, provides these students with a means to change their prior conceptions and views on childhood, especially after the supervised stage experience in the Child Education.

328 In conclusion, our research reinforces the argument which the childhood sociology brings many contributions to the rupture of the traditional school conception, because that keep seen the child as depend, dominated, incapable, and being-becoming. Contrary to that, a sociological regard to the childhood enlarges the clarification on new possibilities, seeing the child as a subject that possess an underestimated social value, in the present, not as a promise to the future. The childhood sociology proposes just that: a critical approach about social views and experiences withdrawing the child and the childhood from its relative marginalization in curriculum, in formation and teachers' practices, bringing another comprehension of the child being, in social life society and in the school.

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