

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

Challenges in the transition from early childhood education to elementary school: a study on the difficulties faced by students in the early years.

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Summary

The transition from early childhood education to elementary school represents a crucial period in children's lives, marked by a series of challenges. This work explores the main obstacles faced during this transition and strategies to overcome them. Among the most common challenges are adapting to a more formal school environment, changes in routine, and the demand for autonomy and responsibility. Furthermore, the transition can generate anxiety and insecurity in both children and families. To address these challenges, it is essential to promote a gradual and smooth transition, involving collaboration between educators, parents, and students. Strategies such as prior visits to the school, integration activities, and the establishment of a consistent routine can help the child feel safer and more confident in this new context. By recognizing and addressing the challenges of the transition from early childhood education to elementary school, we can ensure a more positive and productive educational experience for children. This study aims to understand the relevance of this transition process for the child's educational development, starting from the initial phase of their academic journey.

Keywords: Transition; Basic Education; Early Childhood Education.

Abstract

The transition from early childhood education to primary education represents a crucial period in children's lives, marked by a series of challenges. This work explores the main obstacles faced during this transition and strategies to overcome them. Among the most common challenges are adapting to a more formal school environment, changing routine and the requirement for autonomy and responsibility. Furthermore, the transition can generate anxiety and insecurity in both children and families. To deal with these challenges, it is essential to promote a gradual and smooth transition, involving collaboration between educators, parents and students. Strategies such as prior school visits, integration activities and establishing a consistent routine can help children feel safer and more confident in this new context. By recognizing and addressing the challenges of transitioning from preschool to elementary school, we can ensure a more positive and productive educational experience for children. This study's main objective is to understand the relevance of this transition process for the child's educational development, starting from the initial phase of their academic journey.

Keywords: Transition; Elementary Education; Child education.

1. Introduction

During the early childhood education phase, the child experiences a crucial period of development. where play is the main activity, allowing them to explore their imagination and creativity. While playing, she learns, develops, formulates hypotheses, and organizes her thoughts. thoughts. Interaction with other children and direct action in the environment are fundamental for this. process.

It is crucial to understand that the holistic development of a child does not end with education.

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

It begins in early childhood education, but continues into elementary school. Therefore, it is essential to respect the individual pace of...

Each child goes through this transition. Play in early childhood education is an unparalleled experience. providing learning and growth in a unique way.

However, upon entering elementary school, many schools drastically reduce the time allocated for recess and play, limiting these activities to brief moments between classes. To ease this aggressive transition, it is necessary to rethink the educational structure, Incorporating play in a more meaningful way into daily school life. This may include inclusion, incorporating playful activities into the curriculum, promoting longer breaks for recreation, and creating of school environments that value the holistic development of the child. By adopting a With a more holistic and careful approach, we can ensure a smoother and more positive transition for the small.

Reflecting on this issue raised the following question: what is the real value of the process? What is the transitional nature of a child's life from early childhood education to the first cycle of elementary school? This investigation... its primary objective is to understand the relevance of this transition process for the The educational development of the child, starting from the initial phase of their academic journey.

To achieve this purpose, we have outlined the following specific objectives: to deepen the Understanding the role of play and games in the context of early childhood education and its transition. for Elementary Education; analyze the influence of the Curriculum in Motion and the National Curriculum Framework. Common Curricular BNCC (BNCC) in this transition process; and investigate the challenges faced by child upon entering elementary school, as well as the pedagogical strategies adopted for to facilitate this transition.

Through these specific objectives, we seek to obtain a comprehensive and in-depth view. Regarding the importance of a child's transition from early childhood education to the first cycle of elementary school, highlighting key aspects that directly impact their academic development and social issues are crucial in this transition.

2. The trajectory from early childhood education to elementary school

During the journey from early childhood education to elementary school, the child accumulates a A set of learning experiences that will serve as the foundation for your journey in the first year of school. As As outlined by the National Common Curriculum Base (BNCC), this history is seen as an indicator. of objectives to be explored throughout Early Childhood Education, which will be expanded and These topics are explored in depth during elementary school, but are not a condition or prerequisite for... access to the latter (BNCC, 2018, p. 51).

The National Curriculum Guidelines for Early Childhood Education (DCNEI, 2009), the BNCC (2017) and the Curriculum in Motion program of the State Secretariat of Education of the Federal District (SEEDF, 2018)

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

These documents highlight the importance of a smooth and trauma-free transition for the child.

They emphasize the need for a smooth transition between the two educational stages.

Authors such as Facci (2004) and Kishimoto (2010) discuss the difference between the world familiar from Early Childhood Education, full of play, and the new world of Elementary School, characterized by rules and an absence of playfulness. They argue that having prior knowledge This unfamiliar environment is crucial for the child in transition.

The transition between stages of Basic Education can be viewed in a motivating way and interesting for the child. Therefore, upon entering elementary school, it is not necessary to forget or discard all the experiences lived in early childhood education. It is essential that there be a dialogue between these stages, providing confidence to the child and preparing them to face the... Challenges of this new phase with safety, maintaining the integration of enriching experiences to throughout their educational journey.

2.1 The transition process

During the transition process from Early Childhood Education to Elementary School, it is crucial may there be great sensitivity and acceptance on the part of educators and the school community. Although it is evident that "Early Childhood Education is not intended to prepare children for High School" Fundamental" (SEEDF, 2018, p. 52), it is important to recognize that the two educational stages must to establish a harmonious articulation.

It is essential to understand that, upon entering elementary school, the child is still a The child continues to need understanding and support that reflects their individual characteristics and needs. Individuals. In this sense, it is essential that schools promote a smooth and gradual transition, taking into account the holistic development of each child and respecting their individual pace of learning and adaptation.

Therefore, instead of preparing children for an abrupt transition, the two stages Educational institutions should collaborate to provide a welcoming and inclusive environment where children feel comfortable. They feel safe, respected, and able to fully explore their potential. This approach Focusing on understanding the individual specificities of each child contributes significantly for the success of their educational journey and for their overall development.

According to the guidelines of the National Common Curriculum Base (BNCC), schools They must adopt a strategic approach to welcoming children into elementary school. offering a welcoming environment that takes into account your individual needs and accommodations. to the reality of each one. Even if the transition occurs within the school itself, it is fundamental to provide a welcoming environment that makes children feel welcome in this new setting. stage of their lives.

Welcoming them is a crucial step in ensuring that children feel safe and confident.

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

and comfortable in their new school environment. This may include integration activities, such as games, individual and group conversations, as well as special attention from teachers and school staff.

2.2 The child's arrival in Elementary School

The transition from play activities to study activities marks a radical change in the educational environment of children, especially when they enter elementary school. With the introduction of new rules and stricter expectations, children may feel challenged and even even if it conflicts with their individual motivations and needs. This abrupt transition can result in difficulties in the learning process and in acquiring new content.

During early childhood education, children are encouraged to learn through play and from exploration, in a more relaxed environment adapted to their characteristics of development. However, upon entering elementary school, they encounter a structure more formal and demanding, in which more systematic study activities are introduced and disciplined.

This change can be challenging for many children, who may feel difficulty in adapting to new expectations and in internalizing the rules and routines of the environment school. Furthermore, the pressure for academic results can increase, which can cause anxiety and demotivation in some children.

Therefore, it is essential that educators are attentive to the individual needs of each child during this transition period. Pedagogical strategies that integrate activities Playful approaches to the teaching-learning process can help to smooth this transition and promote... a more welcoming and stimulating school environment for all children. Furthermore, it is important that educators recognize and value different learning styles, adapting the Educational practices tailored to the individual characteristics and interests of each student.

Given this scenario, it becomes imperative that the teacher or educator take an active role in guiding the child during this transition. It is essential that they promote adaptation healthy, ensuring that the transition process is beneficial and positive for the student, allowing so that he can become familiar with and adjust to the new school environment.

This can be achieved through pedagogical strategies that integrate play into... teaching activities, recognizing the importance of play in the learning process. In addition Furthermore, it is essential that the educator be attentive to the individual needs of each child and Offer emotional support and guidance during this transition period.

By providing a welcoming and stimulating environment where play and learning take place. They walk together; the teacher helps the child adapt positively to the new situation. in a school context, promoting their holistic development and emotional well-being.

2.3 The influence of play in this transition

It is important to emphasize that Early Childhood Education often plays a role fundamental in the first transition process of the young child, which is the transition from home to the school. This adjustment period can be challenging for both children and their families. But it is essential to establish a solid foundation for future academic and social development.

The National Common Curriculum Base (BNCC), based on national legislation.

Currently in force, it establishes six fundamental rights for children in the first stage of Basic Education. These are: the right to live together, play, participate, explore, express oneself, and know oneself. These rights They are designed to provide the child with ideal learning conditions, in which she performs an active role in their own education.

Among these rights, the right to play stands out, which is an intrinsic and essential part of a child's daily life in early childhood education. Play is not just a recreational activity, but rather a valuable form of learning, development, and expression for the child. Through play, She explores her world, experiments with social roles, and develops motor and cognitive skills. In addition to expressing their creativity and imagination. Therefore, the presence of play in the environment Schooling is vital for promoting the holistic development of children during early childhood education.

Even young children know many things: they make decisions, choose what they want to do, interact with people, express what they know how to do, and show, through their gestures, a look, or a word, how capable they are of understanding the world. Among the things children enjoy is playing, which is one of their rights. Play is a free action that arises at any time, initiated and conducted by the child; it gives pleasure, does not require a product as a condition; it relaxes, engages, teaches rules and languages, develops skills, and introduces the child to the imaginary world. (Kishimoto, 2010, p. 1)

During early childhood education, children are exposed to a variety of educational materials. and participates in daily routines aimed at developing their skills. In this context, the The playful aspect plays a fundamental role, not only as a recreational activity, but also as an integral part of the literacy process and the promotion of children's imagination.

As pointed out by Vygotsky (1984), when establishing criteria to distinguish play Among other forms of activity, we can observe that in the act of playing, the child creates a situation. Imaginative. This capacity for imagination and creation during play is crucial for... cognitive, emotional, and social development of the child. Through symbolic play and... With imagination, the child explores and experiments with different roles and scenarios, developing their... Creativity, language, social skills, and problem-solving.

Therefore, in Early Childhood Education, play is not just an isolated activity, but rather a An essential educational tool that permeates all areas of child development. By integrating By incorporating play into the learning process, educators can provide children with a A stimulating and enriching environment that promotes not only the acquisition of knowledge, but also...

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

also personal growth and emotional well-being.

When considering the importance of playfulness in child development, it becomes clear that...

Games and play not only contribute to the improvement of motor skills, but also...

also to promote a more stimulating and engaging learning experience.

enjoyable for the child.

3. The role of the educator during the transition

In the transition from Early Childhood Education to Elementary School, the teacher's role is to of paramount importance to ensure a smooth and positive change in children's lives. Firstly In this setting, the teacher should create a welcoming and safe environment where children feel comfortable. to express their emotions and share their experiences. This welcoming environment is essential so that so that students feel confident when facing the new challenges of the new school environment.

Furthermore, the teacher acts as a mediator between the children and the new learning environment. Essential, helping them understand and adapt to new routines, rules, and expectations. He It plays a crucial role in ensuring a smooth transition by providing guidance and support. during this period of change.

It is essential that the teacher recognizes and values the knowledge, skills, and experiences that children have gained in Early Childhood Education, ensuring continuity in learning process. This contributes to students feeling safe and confident in their educational journey.

Furthermore, the teacher should promote the holistic development of children, addressing not only their academic progress, but also their emotional, social, and physical development. This involves working closely with other school professionals, parents, and guardians. to meet the individual needs of each child.

In summary, the teacher plays a fundamental role in the transition of Education. Early childhood education through elementary school, providing emotional support, pedagogical guidance, and a an environment conducive to the development and learning of children during this crucial phase of their lives.

According to Kramer (2007, p. 20), the child's transition to elementary school This requires a deep dialogue between the stages of Early Childhood Education and Elementary Education. Dialogue should be both institutional and pedagogical, occurring not only within the school, but also between different educational institutions and, especially, in the classroom, with objectives clear and well-defined.

In this context, teacher qualification becomes essential. It is fundamental that... Teachers should be aware of the changes that occur during this transition, since this

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

This stage requires special care. The National Common Curriculum Base (BNCC) emphasizes the importance that this transition be conducted in a way that does not fragment the child's learning, ensuring its continuity and educational progress. Upon entering the first year of Elementary School, the child encounters a new and unfamiliar environment. Gradually, the games and songs... The characteristics of early childhood education give way to more complex routines, more extensive activities, and more in-depth content. It is a period of adaptation that demands sensitivity on the part of the parents/guardians, educators to ensure a smooth and effective transition, preserving the holistic development of child.

Correia declares:

[...] that the necessary integration between early childhood education and elementary education, especially during the transition between the last year of preschool and the first year of elementary school, is not occurring with the implemented change, but, on the contrary, the way it is happening may lead to greater difficulty in understanding the nature and specificity of the work of each age group, exacerbating the difficulties of dialogue between professionals from these two segments of basic education. (Corrêa, 2011, p.115.)

Given this reality, it is essential that the teacher not only creates a more welcoming, but also dedicated to deeply understanding the individual specificities of each child. This care is especially important during the adaptation phase, where some children may integrate without major difficulties, while others face various challenges.

3.1 How to guide teachers to act and think

When discussing the role of the teacher, especially in early childhood education, it is fundamental to understand him as an intellectual capable of organizing teaching work in a way that empowers each child, allowing them to become leaders, individuals destined to "shine and not die." "Hunger," as expressed in Mayakovsky's poetry, quoted by Caetano Veloso.

In this context, it becomes clear that there are no ready-made solutions. We are dealing with a reality marked by... due to its unpredictability, where each child brings with them subjectivities shaped by their own stories. Individuals, profoundly influencing how they interact with the world and appropriate it. to develop their own human qualities.

Therefore, it is crucial to analyze the complexity of the real-world environment in which we operate as educators to solve the challenges that arise along the way. This includes organizing not only pedagogical practices, but also the material conditions of life and education that can promote The holistic development and fostering of the highest human qualities in all children. regardless of their social or economic background.

This understanding highlights the central role of the teacher as an agent of transformation. social, responsible for creating an inclusive and equitable educational environment where every child can not only to learn, but also to fully develop as a human being.

Secondly, all human creative activity requires a deep understanding.

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

of the laws and phenomena that govern the field where this activity occurs. In the context of education.

In early childhood, we face the crucial challenge of understanding the scientific research and contributions that They shed light on both the process of humanization and the process of knowledge construction.

It is essential that we, teachers, not only keep ourselves updated and

Let's understand the scientific discoveries in this field, but also actively participate in it.

The production of this knowledge. This is fundamental not only for improving our practice. pedagogical, but also to ensure that we are aligned with best practices based based on evidence.

3.2 How to fit theory into practice

It's common, not only among teachers, but also among professionals.

linked to the education departments and the ministry of education, the mistaken notion that our Teacher training courses are predominantly theoretical and lack an emphasis on practical application.

This view often interprets theory as mere empty rhetoric, disconnected from reality. of teaching practice. However, there is a fundamental misconception in confusing theory with discourse. about theory.

Just as the popular saying suggests that "in theory, practice is different," this perspective It devalues the theory, implying that it doesn't work in practice. The real problem lies in... lack of adoption of a robust theory that provides a set of explanatory principles to guide the pedagogical process. Without effective mediating tools to apply this theory in practice, Many end up merely discussing theories without actually understanding or implementing them. them in a concrete way.

Therefore, it's not that the theory doesn't work in practice, but rather that there is no theory at all. Substantive to begin with. In this absence, discourse about theory prevails, while practice is... often guided by common sense. Those who merely announce theories without putting them into practice. They lack the knowledge and skills necessary to reflect on their implications. pedagogical and implement them effectively.

Therefore, it is crucial for teacher training to invest not only in theoretical exposition, but also in the ability to apply theories in a practical and meaningful way, integrating them into educational context with a clear understanding of how they can transform and enrich the everyday teaching practices.

Currently, it is widely recognized that teachers need to be in constant study and improvement, especially with regard to understanding The specific learning needs of babies and young children. Therefore, it is essential to understand... In depth, how the process of human development unfolds, what constitutes it as a prerequisite for adopting a pedagogical theory that effectively guides our thinking.

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

and action in early childhood education.

This approach not only enhances the individual growth of each child, but also strengthens the role of education as a transformative agent and promoter of a better society. inclusive, fair, and culturally rich. Thus, by investing in theoretical and practical knowledge about In child development, we are preparing educators capable of facing the challenges. contemporary educators with sensitivity, competence, and commitment to the future of new generations.

3.3 Teachers in the transition process

In the historical-cultural approach, it is fundamental for teaching work in education. It is fundamental to welcome and respect children's voices, their agency, their stories, and their potential. during the transition from one level of development to another. This implies careful organization. of educational times, spaces and materials, in addition to proposing experiences that consider that Changes in the child's behavior and activity patterns should occur naturally from hers, and not imposed by adults.

These transitions are gradual and cumulative processes, as the very concept suggests. "process". For example, just as emotional communication predominates in the first year of Life gradually evolves into more complex forms of interaction in early childhood, and as the Autonomous activity with objects in early childhood gradually transitions into play as The main activity in preschool, similarly, role-playing in preschool is not... It ceases abruptly upon entering school age. Instead, it gradually becomes... replaced by study activities, when the study is presented in a way that awakens interest in the child. a new pleasure, motivation, and need to learn.

Therefore, it is essential that the educational environment be sensitive to the needs and to progressive development of children, creating a smooth continuity between the different stages. stages of their growth and learning. This requires an educational approach that values the autonomy, curiosity, and active participation of students, allowing them to explore and integrate new things. Educational challenges can be approached in a natural and meaningful way. By doing so, educators not only They facilitate the holistic development of children, but also promote an environment of Learning that is enriching, stimulating, and adapted to the individual characteristics of each student.

An educational approach that truly embraces the child in their entirety. recognizes that she is undergoing a continuous process of psychic and cultural development. This means valuing play as an essential activity that is not only fun, but also fundamental for the social, emotional and cognitive development of the child.

Furthermore, this proposal integrates knowledge from various fields and recognizes the multiple languages of expression of children, through which they construct and express their

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

understanding of the world.

It is crucial to understand that children are constantly in dialogue with the processes of appropriation and learning of historically and socially accumulated culture. This means that their Daily experiences are the driving force behind the development of their psychic and cultural capacities. Therefore, an effective pedagogical approach does not separate child development into segments.

It does not create compartmentalized relationships like body and mind, nor does it impose a dichotomy between playing and learning.

In the transition from early childhood education to elementary school, it is essential that the child Continue to have meaningful opportunities to play and explore the world around you. This phase It should not be seen as a moment of rupture or division, but rather as a continuity in The process of growth and learning. The child, even as they advance in their knowledge of culture... and of school curricula, it must be understood and respected in its entirety, keeping alive the characteristics and needs specific to childhood.

Therefore, a pedagogical proposal that aims to promote the full development of the child. recognizes that life is essential for psychic and cultural development, and seeks to create a An educational environment that is enriching, inclusive, and respects the unique characteristics of each student. in their educational journey.

To that end, instead of prematurely turning children into mere students, it is feasible to create learning processes that are meaningful and socially relevant in education. In both early childhood and elementary education, this objective aims to care for and educate children who become... Increasingly curious and autonomous thinkers and agents in the world.

4. Study activity

Studying, which is essential in the learning process, occurs mainly When students feel a genuine need and reason to engage in studying. Learning It's not just passively absorbing information; it's a creative act that involves transforming the object. This process transforms study into meaningful knowledge. It demands the full participation of the human being. in its intellectual and emotional dimensions.

It is not enough for the student to be physically present in the classroom; it is crucial that he/she is... actively involved in the learning activity, with genuine motivation and interest. When the The needs and motivations of the children are integrated into the pedagogical process, which stimulates... Creativity, experimentation, hypothesis formulation, and direct action on the object of study.

According to Davidov (1988), when teachers systematically create situations that They challenge children to experiment and seek knowledge about a particular object. They begin to engage in study activities effectively. This means providing a A learning environment where students not only receive information, but are encouraged to...

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

Explore, question, formulate your own ideas, and discover answers on your own.

Thus, the learning activity begins when children are encouraged to interact, actively engaging with the content, developing their critical thinking, research, and... problem-solving. This approach not only strengthens meaningful learning, but also promotes the holistic development of students, preparing them to be active agents in knowledge building and its practical application in everyday life.

This attitude towards knowledge is not limited to elementary education; it can begin in early childhood education. At this stage, children not only play; they also have a natural thirst for knowledge about the world around them. The more children broaden their knowledge of the world and the more welcoming the environment provided by the adults that surround them, the more intense their curiosity becomes. And the more they learn, the more they want to learn.

The challenge of early childhood education is to transform that initial curiosity, which can be a temporary need for knowledge. For this need to solidify, it is essential that children have experiences that strengthen this quest for knowledge. The need for learning constitutes the first step in this process, which, in elementary education, develops through study activity as an essential language for the child to relate to the world of culture and the nature that surrounds it.

Therefore, from the earliest years of life, it is crucial to foster an educational environment that not only answers children's questions, but also encourages them to explore, investigate and build knowledge in an active and meaningful way. By nurturing this thirst for learning from an early age, early childhood education not only prepares children for elementary school, but also cultivates a lifelong disposition for discovery and intellectual growth.

5. Pedagogical issues during the transition

According to the National Curriculum Guidelines for Early Childhood Education (DCNEI), a child is:

[...] a historical subject of rights who, in the interactions, relationships and daily practices that he/she experiences, constructs his/her personal and collective identity, plays, imagines, fantasizes, desires, learns, observes, experiments, narrates, questions and constructs meanings about nature and society, producing culture (BRAZIL, 2009).

Children should not be seen merely as passive, malleable, and obedient beings, but rather as an active and participatory individual in the educational process. She possesses the ability to observe, to question, to formulate hypotheses, to reach conclusions, to make judgments, to assimilate values and to build knowledge. This construction does not occur in isolation, but through interactions meaningful in relation to the physical and social world around them.

From the earliest years of life, a child is constantly involved in experiences which help her understand and interact with her environment. These experiences not only stimulate her

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

cognitive, emotional, and social development, but they are also fundamental for building

a solid foundation of knowledge. By exploring the world through action, experimentation and...

Through interactions with other people, the child not only acquires information, but also develops...

Essential skills for your adult life.

Therefore, it is essential that early childhood education and elementary education recognize and value The child's ability to be the protagonist of their own learning. This implies creating environments Educational activities that stimulate curiosity, initiative, and autonomy, where children can... To explore, experiment, and learn in an active and participatory way. By doing so, we are not only... preparing children to become informed and critical adults, but we are also cultivating citizens capable of contributing meaningfully to society.

6. Conclusion

The transition from Early Childhood Education to Elementary School represents a milestone. significant in children's educational journey, which deserves to be addressed in depth and Care should be taken in the educational context. This period should not be seen merely as a change of stage. not just as a school experience, but as a strategic moment to ensure a smooth and positive transition into student development.

It is essential that educators, school administrators, and families are engaged in to discuss, research, and continuously train themselves on best practices and approaches for to facilitate this transition. This includes understanding the emotional, social, and cognitive needs of children in this transition phase, adapting the school environment and pedagogical practices to offer adequate support.

The transition to primary education should not be seen as an abrupt breaking point. but rather as a gradual and continuous process of growth and learning. It should be promoted activities and strategies that help children adapt to new academic demands, to while preserving the playful aspect and the interest in learning.

Furthermore, it is essential to create an effective partnership between school and family during this period. Open and transparent communication between educators and parents can help to better understand the... The individual needs of each child and offering personalized support, thus strengthening the continuity of the educational and emotional development of students.

Therefore, by prioritizing discussion, research, and ongoing training on the transition of From early childhood education to elementary school, we can ensure that this moment is a An opportunity for growth and holistic development for each child, preparing them Properly prepared for future challenges and a successful academic trajectory.

It is essential to promote ongoing reflection among the Early Childhood Education and [other] teams.

Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

Elementary education through pedagogical meetings, study hours, and pedagogical work.

Collective meetings and gatherings between education leaders, administrators, and teachers. In these spaces, it is essential to discuss and develop curricula, plan educational pathways, outline strategies, and develop actions and interventions that promote a coherent, balanced, and integrated school transition.

The BNCC (National Common Core Curriculum) recommends that this transition be carried out continuously and with appropriate measures.

Adaptive, taking into account the specific needs of each student. This process not only aims to ensure a smooth progression in learning, but also to strengthen collaboration between the different educational levels and promote a more inclusive and effective learning environment.

By practicing this interdisciplinary reflection and collaboration, schools can create a more integrated and welcoming educational environment, providing a more...

Enriching and personalized for all students, from Early Childhood Education to High School. Essential.

There are fundamental aspects to this stage of children's lives: playfulness, imagination, interaction and repetition, which should be valued by all sectors of the school and especially through public policies. So that the current policy of the Ministry of Education, which includes children aged 6 years in elementary school, it is not limited to a mere bureaucratic measure, it is essential that there be a deeper and more meaningful approach.

It is proposed that both educational policies and school practices prioritize not only formal implementation, but also the well-being and holistic development of children, as well as support for the adults who work with them. This implies investing in training, continued for educators, creating school environments that stimulate creativity and active participation of children, and ensuring that public policies not only institute changes structural, but also promote a quality education that meets the needs individual and collective student behaviors (KRAMER, 2011, p. 82).

As educators, we face significant challenges in understanding and facilitating integration and The transition of children, whether as managers or employees, requires everyone to be aligned and engaged. In this process, proposing and planning practices that minimize abrupt changes and promote A continuity in the child's development, which is the central focus of the school.

It is crucial to recognize that children, at this stage of their lives, experience the world of in a unique way, building knowledge, expressing oneself, interacting and demonstrating desires and peculiar curiosities. These experiences should serve as a basis for decisions. educational, guiding pedagogical objectives, teaching methods, and unit management. schoolchildren and collaboration with families (BRAZIL, 2009b).

By adopting a sensitive and child development-oriented approach, educators They can create a school environment that not only supports but also enriches holistic growth.



Year III, v.1 2023 | Submission: 04/05/2023 | Accepted: 06/05/2023 | Publication: 08/05/2023

of children, promoting an education that respects and values their uniqueness and needs.

Individuals. This commitment not only strengthens academic learning, but also

It contributes to the emotional, social, and cognitive development of students, preparing them for...

To face future challenges with confidence and robust skills.

It is the school's role to support children, challenge them, and include them in educational experiences that... expand their repertoire of knowledge. Teachers, who are directly involved with the Children have the crucial responsibility of selecting the systematized knowledge that is relevant and contextualized to the realities of schools and students. This not only enriches the educational experience, but it also facilitates a smooth, enjoyable, and seamless transition between the different levels of education.

The sensitive perspective of managers, educators, staff, and families is fundamental to providing support. children during this transition phase. Understanding the curriculum for each school period and Understanding their specific educational practices contributes significantly to improving the children's educational experience and to ease the challenges associated with the transition between stages. schoolchildren.

By promoting an educational environment that values individuality and needs.

Given the unique characteristics of each child, school not only facilitates academic learning but also strengthens... the personal, social, and emotional development of students. This creates a solid foundation for them to... children feel safe, motivated, and able to reach their full potential throughout their lives. educational journey.

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