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The Organization of the Curriculum in Early Childhood Education Based on the BNCC

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Summary

The National Common Curricular Base for Early Childhood Education (BNCC) is an essential document to guide the educational process in Brazil, providing guidelines for organizing the curriculum in the initial stage of education. In this article we will address the importance of BNCC in structuring the curriculum in Early Childhood Education, highlighting its application methodology and the expected results for the integral development of children. To do this, we use the methodology of documentary studies, analysis of educational legislation and bibliographic review of research related to the topic. From the collection and systematization of data, we sought to highlight the principles and objectives of the BNCC, its pedagogical guidelines and its contribution to the structuring of the curriculum at this stage of education. As results, we identified that in the integral development of children, BNCC aims to promote holistic development of children, covering cognitive, socio-emotional, physical and cultural aspects; the proposal of a curriculum based on these guidelines, seeks to ensure that all children have meaningful and appropriate learning opportunities

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its more flexible and contextualized stage of development, recognizing the importance of considering the particularities of each school context, valuing cultural and regional diversity; the guarantee of rights and equity, where this legislation establishes the learning rights that all children have in early childhood education, regardless of their origin, social condition or specific needs. By organizing the curriculum based on these rights, we seek to promote educational equity and combat inequalities, and play as a pedagogical principle, whose standard recognizes playing as a form of expression, learning and child development. By organizing the curriculum based on this principle, the role of play in the educational process is valued, providing playful and creative moments for children.
Key words: BNCC, Early Childhood Education, Curriculum, Integral Development, Play.

Summary

The National Common Curricular Base for Early Childhood Education (BNCC) is an essential document that guides the educational process in Brazil, providing guidelines for curriculum organization in the initial stage of education. In this article, we discuss the significance of the BNCC in structuring the curriculum in Early Childhood Education, highlighting its methodology of implementation and the expected outcomes for the holistic development of children. To achieve this, we employed a methodology of documentary studies, analysis of educational legislation, and a review of related research literature. Through data collection and synthesis, we aimed to emphasize the principles and objectives of the BNCC, its pedagogical guidelines, and its contribution to curriculum structuring in this educational stage. As a result, we identified that the BNCC aims to promote the holistic development of children, encompassing cognitive, socio-emotional, physical, and cultural aspects. By proposing a curriculum based on these guidelines, we seek to ensure that all children have meaningful and age-appropriate learning opportunities according to their developmental stage. The curriculum becomes more flexible and contextualized, recognizing the importance of considering each school's particularities and valuing cultural and regional diversity. Furthermore, the BNCC guarantees rights and equity, as it establishes learning rights for all children in early childhood education, regardless of their origin, social status, or specific needs. Organizing the curriculum based on these rights aims to promote educational equity and combat inequalities. The BNCC also highlights the significance of play as a pedagogical principle, recognizing it as a form of expression, learning, and child development. By organizing the curriculum based on this principle, the role of play in the educational process is valuable, providing playful and creative moments for children.
Keywords: BNCC, Early Childhood Education, Curriculum, Holistic Development, Play.

1. INTRODUCTION

The National Common Curricular Base for Early Childhood Education (BNCC) is an extremely relevant document for education in Brazil, which establishes the rights and learning objectives that all children must develop throughout Early Childhood Education. Focusing on the age groups from zero to five years old, BNCC seeks to guarantee comprehensive training for children in this initial phase of education, recognizing them as subjects with rights and potential.

Early childhood education is a crucial period in the development of children, as it is at this stage that the foundations for future learning are formed. The BNCC, in this context, emerges as a powerful tool to guide educators, managers and the entire school community in building a curriculum aligned with the needs and peculiarities of children in their different social and cultural contexts.

In the context of BNCC, the organization of the curriculum in early childhood education aims to contemplate the plurality of experiences, respect for differences and encourage the full development of children's capabilities. To this end, BNCC establishes competencies, skills and content that must be worked on in each track age, valuing both the cognitive and socio-emotional, playful and artistic aspects.

This text aims to address the importance of BNCC in early childhood education, analyzing how it guides the construction of pedagogical practices that promote the integral development of children at this crucial stage of their lives. Aspects such as curricular flexibility, inclusion, playing as a pedagogical principle and the role of educators in realizing the rights provided for in the BNCC will be discussed.

In this way, BNCC presents itself as a transformative tool in the educational scenario, establishing quality standards and directing attention towards a more inclusive, democratic and sensitive education to children's needs. By ensuring that all children have access to a quality education

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quality, BNCC contributes to the construction of a more just and egalitarian society, where each individual can fully develop their potential and become a critical, creative citizen and aware of their role in the world.

1.1 Research Methodology

To achieve the objectives proposed in this research, bibliographical research was used, especially appropriate for research in the field of education and its legislation, as it aims to identify the reality investigated on the issue pertinent to the standards that govern them.

The journals were searched in databases such as SCOPUS, CAPES and Google Scholar using the following search words: BNCC, Early Childhood Education, Curriculum and Integral Development; in addition to research on the Periodical Portal of the Coordination for the Improvement of Higher Education Personnel-CAPES, linked to the Brazilian Ministry of Education-MEC, through the following databases: Web of Science, Scientific Electronic Library Online (SciELO) and Scopus.

It is important to realize that some authors consider documentary research as synonymous with bibliographical research; however, in this research, the concepts of authors Almeida, Guindani and Sá-Silva, (2009) were prioritized, who point out that "documentary research is very close to bibliographical research. The differentiating element lies in the nature of the sources: bibliographical research refers to the contributions of different authors on the topic, paying attention to secondary sources, while documentary research uses materials that have not yet received analytical treatment, that is, primary sources (Almeida, 2009).

In this way, bibliographical research is restricted to articles, periodicals, essays, encyclopedias, books and dictionaries, and is also known as the state of the art of knowledge. Documentary research "follows steps and procedures; organizes information to be categorized and subsequently analyzed; finally, it prepares syntheses, that is, in reality, the actions of researchers – whose objects are documents" (Silva,2009).

Severino (2007) adds that documentary analysis is not restricted to public legal or theoretical documents, but shows that educational magazines, newspapers, booklets, images and even films can be used as a research source. This form of recording involves systematizing data, information and analysis and can be undertaken through "collection techniques, organization, exploration of source documents of the researched object and recording of information taken from these sources and which will be used in the development of the work. (Severino, 2007)

It is believed that the study undertaken will be able to expand discussions by researchers in the educational field, the perception and critical reflection of education professionals on issues related to the various processes that involve affectivity in teaching and learning, thus offering a great challenge in terms of to work individually with each child/student.

2. Bibliographic Review

The formation of the National Common Curricular Base (BNCC) for Early Childhood Education involves ideological and political aspects of utmost importance, where renowned authors have contributed to the understanding of this process, offering valuable insights on the topic.

The formation of the National Common Curricular Base (BNCC) for Early Childhood Education is a complex process that involves not only technical and pedagogical aspects, but also ideological and political issues.

At the ideological level, the BNCC reflects different conceptions about education and child development. Authors such as Cesar Coll and Ana Lúcia Goulart de Faria have explored the ideological implications present in the development of school curricula, including Early Childhood Education, where in their studies they highlight the importance of considering the particularities of children and their rights when building a curriculum that promotes quality education.

In the political context, authors such as Dermeval Saviani and Maria Malta Campos analyze the political influences in the formation of the BNCC, highlighting the need for democratic participation and considering the interests and perspectives of different actors involved in the process, such as experts, educators and representatives of society civil.

All of these researchers offer valuable insights to understand the relationship between ideological and political aspects in the formation of the BNCC of Early Childhood Education; his works provide critical analyzes and reflections on the influence of different pedagogical conceptions, worldviews and political decisions on the curriculum,

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as well as the importance of an approach that considers the specificities of Early Childhood Education.

In this way, the studies of these ideological and political aspects contribute to a more comprehensive and in-depth understanding of the formation process of the BNCC of Early Childhood Education, allowing a critical reflection on the curriculum and its impact on educational practice, and thus, for a better understanding, We now discuss these authors and their proposals.

Cesar Coll (2005), renowned Spanish researcher in the field of Education, brings valuable contributions in his work "Psychology and School Curriculum" (2005), which, by exploring the relationship between ideological conceptions and the elaboration of school curricula, highlights the influence of different perspectives in this curriculum construction process. In his studies, he seeks to emphasize the importance of understanding the ideological concepts underlying curricula, as these reflect worldviews, values and educational purposes. According to him, different ideological perspectives shape the selection of content, the organization of the curriculum and the pedagogical practices adopted in school institutions.

When analyzing these influences, the author highlights that they can range from more traditional perspectives, which prioritize the transmission of knowledge and cultural values, to more progressive approaches, which emphasize the active participation of students and the construction of knowledge; and further discusses that these ideological perspectives are not static, but rather influenced by social, political and cultural contexts in constant transformation, and thus, the development of school curricula involves a complex process of negotiations and debates between different actors and interests present in society.

Thus, in his studies Cesar Coll offers us a fundamental perspective to understand the relationship between ideological conceptions and curriculum construction, where in his reflections he invites us to reflect on the implications of these conceptions in educational practice and to seek curricula that promote quality education , considering the needs and rights of students.

Another researcher highlighted in these themes, Saviani, in his work "School and Democracy" (2013), analyzes the political aspects present in the formation of school curricula, including the BNCC for Early Childhood Education, and also addresses the importance of democratic participation in the construction of a curriculum that meets the educational needs of society.

The author argues that curriculum construction should not be an exclusive task for specialists, but rather a collective and participatory process, highlighting the importance of involving educators, parents, students and other members of the school community in defining educational objectives and in the decisions that shape the curriculum.

When commenting on Saviani's works, we can see his concern with the democratization of education and the empowerment of subjects involved in the educational process, discussing and defending that the active participation of the school community in the preparation of the curriculum promotes greater identification of students with the contents addressed and with the school institution itself. Thus, it highlights the importance of a critical view of the interests and political influences present in the formation of curricula, highlighting the need to question which values, knowledge and skills are being privileged and how these choices impact the education of students.

The work "A Formação do Currículo no Brasil" (2012), authored by Maria Malta Campos, contributes to the understanding of the curriculum construction process in the country, discussing the ideological and political aspects involved in the formulation of curricula, considering the influence of different actors and interests.

The complexity of the curriculum construction process is highlighted by the researcher, as it involves disputes and negotiations between different interest groups, as the argument is that curriculum development does not occur in a neutral way, but reflects worldviews, values and educational purposes.

When commenting on the aforementioned author, we observe her critical view of the role of the different actors involved in the formulation of curricula, where she analyzes political and economic influences, as well as demands of civil society and educators, in the curricular decision-making process, thus becoming, an important work to reflect on the importance of a plural and democratic vision in curriculum construction, as it highlights the need to consider different perspectives and guarantee the participation of different actors, aiming to build curricula that meet the educational needs of society.

Still in this context, José Dias nephew, in his work "Evaluation: Conceptions and Practices" (2013), still presents a reflection on educational assessment as an integral part of the curriculum.

Its highlight refers to the importance of considering ideological and political aspects in the design and implementation of evaluation practices consistent with the proposed educational objectives; and so, it becomes

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His concern with understanding assessment as a complex process, influenced by different pedagogical concepts, worldviews and political interests, is noticeable.

He questions assessment merely as a measure of performance and highlights the importance of a formative approach, which considers students' progress and development over time; arguing that assessment should not be seen in isolation, but rather as an integral part of the curriculum, reflecting its conceptions and objectives, as it has pedagogical and political implications, influencing the way knowledge is constructed and transmitted in educational institutions.

Highlight, this author invites us to reflect on the relationships between assessment, curriculum and educational conceptions present in society, as his works help us, and reference us, to understand how ideological and political aspects influence assessment practices and the importance of consider the impact of these practices on promoting fairer and more inclusive education.

Already analyzing himself in a specific field of Early Childhood Education, Cipriano Carlos Luckesi, in “School Curriculum and Learning Assessment: Between Intention and Management” (2005), addresses the importance of understanding the specificities of this teaching stage in the development of a curriculum that considers the integral development of children.

When commenting on his work, we can see his concern in highlighting the need for a pedagogical approach that respects the rhythm and characteristics of children in Early Childhood Education; where the curriculum at this stage must be based on playing, interaction and exploration of the world around, seeking to meet the cognitive, social, emotional and physical development needs of children.

The author emphasizes the importance of a formative assessment in Early Childhood Education, which considers children's learning process and values their multiple expressive languages, arguing that assessment at this stage should be an instrument for monitoring and reflection, providing support to improve pedagogical practices and ensure the full development of children.

In this way, Luckesi invites us to reflect on the relevance of a curriculum sensitive to particularities. larities of Early Childhood Education, which values children's playfulness, curiosity and autonomy, and thus, their reflections highlight the importance of an assessment that goes beyond the mere measurement of results, promoting quality education for children in this crucial phase of Your lives.

Faria (2012), in his work “Curriculum and Childhood: Between Words and Things”, published in (2012), explores the relationship between the curriculum and childhood, highlighting the importance of a curricular approach that respects the singularities and rights of children. children.

When making comments about it, one can see the concern in recognizing childhood as a unique and significant phase in human development; where, through his argument, he highlights that the curriculum in Early Childhood Education must be built based on an attentive look at the experiences, needs and interests of children, valuing their voices and protagonism; and also highlights the need for a pedagogical approach that promotes the active participation of children in the construction of knowledge, through democratic and inclusive pedagogical practices, in learning environments that stimulate curiosity, exploration, play and artistic expression .

In line with this reasoning, the researcher highlights the relevance of considering children's rights, such as the right to diversity, equality and social participation, when developing a curriculum for Early Childhood Education, arguing that the curriculum must be designed in a way that ensure equity and appreciation of children's different cultures, identities and forms of expression.

Thus, the invitation to rethink the curriculum in Early Childhood Education is imminent, emphasizing the importance of an approach that respects and values the singularities and rights of children, where their reflections contribute to a more inclusive, participatory and meaningful education at this crucial stage of life. of children.

3 The curriculum in education, official and governmental curriculum, power relations

3.1 Types of CV

With regard to types of curriculum, the BNCC for Early Childhood Education proposes an integrative approach, which considers the different dimensions of children's development.

The integrative approach proposed by BNCC is based on theories and studies by renowned

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authors such as Vygotsky (1978), where he comments that child development occurs in an integrated and complex manner, being influenced by multiple dimensions, which encompass physical, emotional, social, cognitive and linguistic aspects, as highlighted by Wallon (1941) in his research.

By adopting an integrative perspective, the Early Childhood Education curriculum seeks to create an educational environment that considers all these dimensions of development, where the proposal is to promote experiences and activities that stimulate movement and the body, social and emotional relationships, thought and language, as defended by Piaget (1970) in his theory of cognitive development.

In this sense, an integrative curriculum in Early Childhood Education seeks to offer a comprehensive and complete education, meeting the needs and potential of children in all their spheres of development; This approach recognizes the interdependence between different areas of development, as highlighted by[1]Bronfenbrenner (1979) in his ecological theory of human development.

In this sense, Luckesi, in "School Curriculum and Learning Assessment: Between Intention and Management", tado" (2005), highlights the importance of understanding the specificities of this teaching stage when developing a curriculum that considers the integral development of children.

From this perspective, authors such as Maria Carmen Silveira Barbosa, in "Curriculum, Culture and Society" (2002), and José Gimeno Sacristán, in "The Curriculum: A Reflection on Practice" (2000), also emphasize the importance of a curriculum that holistically address the different dimensions of a child's development, arguing that the curriculum must go beyond the purely academic aspect, considering life experiences, the social context and interactions in the school environment.

Vygotsky (1988), in his sociocultural theory, highlights the relevance of the curriculum as an instrument that mediates the interaction between the child, knowledge and the social context, where he argues that the curriculum must be designed in order to promote the development of cognitive skills and socio-emotional development of children, stimulating learning through interaction and dialogue with others.

Given these theoretical approaches, the Early Childhood Education BNCC seeks to guarantee a curriculum that values the multiple dimensions of child development, recognizing the importance of providing meaningful and contextualized experiences that stimulate creativity, curiosity, artistic expression, motor development, social relations and the protagonism of children.

3.2 The objectives of the BNCC

The establishment of essential learning must be developed in Early Childhood Education, taking into account the specificities of this phase; In this context, Faria (2012) emphasizes the importance of a curricular approach that respects the singularities and rights of children.

The same author also emphasizes that the construction of a curriculum for Early Childhood Education must take into account the valorization of children's experiences and prior knowledge, as well as respect for diversity and different forms of children's expression, making it essential to ensure that children have the opportunity to actively participate in the educational process, exploring and building knowledge in a meaningful way.

Freire (1996), in "Pedagogy of Autonomy: Necessary Knowledge for Educational Practice" (1996), also highlights the importance of promoting autonomy and the construction of knowledge by children, valuing their curiosity and ability to question.

And so, Malba Barahona, in "Curriculum: Poly-
Ethics, Contexts and Practices" (2009), defends the importance of a curriculum that promotes the integral development of children, covering cognitive, social, emotional and motor aspects.

In this way, the Early Childhood Education BNCC seeks to establish curricular objectives that consider the particularities and rights of children, valuing their experiences, knowledge and forms of expression.

This approach, supported by Faria, Freire, Barahona and other authors, promotes a curriculum that stimulates the full development of children, encouraging their autonomy, creativity and active participation in the educational process.

3.3 The implementation of the BNCC

1 Bronfenbrenner's ecological approach emphasizes the importance of considering the individual in their context, recognizing the interdependence between the environment and human development. This broad and contextualized perspective contributes to a more comprehensive understanding of the factors that influence a person's growth and formation.

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One of the crucial aspects in this process is the training of teachers, who play a crucial role fundamental in the implementation of the curriculum, as highlighted by Libâneo (2013), in his work "Didactics", which highlights the importance of teacher training and the articulation between theory and practice to guarantee an effective implementation of the curriculum.

The aforementioned author also highlights that teachers must be prepared to understand and understand textualize the principles and guidelines present in the BNCC; However, this requires solid training, which encompasses not only theoretical knowledge, but also the ability to relate it to the reality of the classroom and the needs of children.

In this sense, and returning to Paulo Freire, in "Pedagogy of the Oppressed" (1968), where he highlights the importance of praxis, that is, reflection on educational practice, as a way of promoting social transformation; Therefore, the implementation of the BNCC requires that teachers are able to articulate theory and practice in a critical and reflective way, adapting the curriculum to the characteristics and needs of their students.

In addition to the teacher training process, it is essential to consider other challenges, such as adequate school infrastructure, the availability of teaching resources and teaching materials aligned with the BNCC, as well as the promotion of a school culture that values and supports the implementation of the curriculum.

In this sense, Saviani, in "School and Democracy" (2013), highlights the importance of democratic participation in curriculum construction, highlighting the need to involve the various educational actors, such as managers, teachers, students and families, in the process of implementing the BNCC .

Therefore, the implementation of BNCC in Early Childhood Education requires careful attention to ensure adequate teacher training, the articulation between theory and practice, access to teaching resources and the democratic participation of those involved.

3.4 Criticisms and barriers

It is important to consider different perspectives, as highlighted by Paulo Freire (1966), who describes the importance of a curriculum that values the active participation of students and promotes a liberating education.

On the other hand, Barahona (2009) criticizes excessive standardization and the lack of flexibility. BNCC.

Freire (1966), the BNCC can be criticized for limiting students' autonomy by establishing a set of essential learning that must be strictly followed; Therefore, a truly emancipatory curriculum must allow students to be protagonists of their own learning process, stimulating creativity, dialogue and active participation.

Barahona (2009), criticizes the excessive standardization and lack of flexibility of the BNCC, arguing that a very prescriptive curriculum can neglect local particularities, the individual differences of students and the characteristics of schools; making it important to consider the diversity of educational contexts and the need to adapt the curriculum according to the specific demands of each reality.

The BNCC's lack of flexibility can result in a uniform approach, disregarding different realities and limiting the autonomy of schools and teachers in defining their pedagogical practices. Therefore, pertinent criticisms of the BNCC involve the limitation of student autonomy, excessive standardization and the lack of flexibility in the curriculum.

The contributions of Paulo Freire and Malba Barahona are important for reflection on these aspects, highlighting the need for a curriculum that promotes the active participation of students, values the diversity of contexts and provides a more flexible education adapted to individual and social needs. collective.

3.5 The structuring of the document

The structuring of the BNCC for Early Childhood Education proposes an innovative approach through the introduction of new nomenclatures, such as Fields of Experiences, where these are areas of knowledge that cover different aspects of child development to be explored throughout the educational process.

From this perspective, Coll (2005) offers a significant contribution by highlighting the importance of

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consider ideological conceptions in the preparation of curricula, highlighting that curricula are not merely technical instruments, but are social constructions influenced by values, ideologies and political perspectives. According to this author, decisions about what is considered relevant knowledge and which skills and competencies should be developed reflect ideological conceptions and choices.

When considering the influence of different perspectives on the curriculum construction process, Coll (2005) emphasizes the importance of dialogue between the different actors involved in education, such as teachers, specialists, parents and students, a practice that is fundamental to the construction of a curriculum that reflects a comprehensive and inclusive view of child development, covering cognitive, emotional, social and cultural aspects.

The introduction of two[2] Fields of Experience at BNCC Early Childhood Education seeks precisely to provide a more comprehensive and integrative structure, in which children's knowledge and experiences are considered holistically. This approach recognizes that children construct knowledge from their personal experiences, social interactions and cultural contexts, and that the curriculum must be sensitive to these aspects. Therefore, Cesar Coll's contribution alerts us to the importance of considering ideological conceptions when developing curricula, recognizing that they reflect political choices and values.

The introduction of Experience Fields in the Early Childhood Education BNCC seeks to provide a more comprehensive, integrative and sensitive curricular structure to the experiences and needs of children.

These authors and their works allow us to better understand the curriculum in education, based on power relations, types of curriculum, objectives of the document, implementation in schools, relevant criticisms and structuring of the document, their contributions enrich the debate on the construction of more meaningful and contextualized curricula, capable of promoting quality education for children in Early Childhood Education.

Final considerations

The National Common Curricular Base for Early Childhood Education (BNCC) is an extremely relevant document for education in Brazil, which establishes the rights and learning objectives that all children must develop throughout Early Childhood Education. Focusing on the age groups from zero to five years old, BNCC seeks to guarantee comprehensive training for children in this initial phase of education, recognizing them as subjects with rights and potential.

Early childhood education is a crucial period in the development of children, as it is at this stage that the foundations for future learning are formed, and in this context, it emerges as a powerful tool to guide educators, managers and the entire school community in building an aligned curriculum with the needs and peculiarities of children in their different social and cultural contexts.

The organization of the curriculum in early childhood education aims to contemplate the plurality of experiences, respect for differences and encourage the full development of children's capabilities, and for this purpose this standard establishes competencies, skills and content that must be worked on in each age group, valuing both the cognitive and socio-emotional, playful and artistic aspects.

Regarding the proposed integrative approach, it is based on theories and studies by renowned authors such as Vygotsky, Wallon and Piaget, who highlight the complexity and interdependence of the different dimensions of child development; and by adopting this integrative perspective, it seeks to create an educational environment that considers all these dimensions of development, promoting experiences and activities that stimulate movement and the body, social and emotional relationships, thought and language.

In this sense, an integrative curriculum in Early Childhood Education seeks to offer a comprehensive and complete education, meeting the needs and potential of children in all their spheres of development. This approach recognizes the interdependence between different areas of development, contributing for a more holistic training of children.

The structuring of the BNCC Early Childhood Education document introduces the fields of experience as an innovative approach, which seeks to contemplate the diverse experiences and knowledge of children, providing a more comprehensive and integrative structure, which seeks the recognition that children build

2 The Fields of Experience at BNCC for Early Childhood Education are thematic areas that guide the curriculum at this educational stage. They cover Personal and Social Training, Expression and Communication, Knowledge of the World and Body, Gestures and Movements. These fields provide guidelines for planning activities and experiences that promote the integral development of children, considering their multiple dimensions.

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knowledge from their personal experiences, social interactions and cultural contexts, and that the curriculum must be sensitive to these aspects, valuing their experiences, knowledge and forms of expression.

With regard to the objectives of the BNCC, it is essential to highlight the importance of a curricular approach that respects the singularities and rights of children, valuing their curiosity, autonomy and ability to question; In this way, authors such as Faria, Freire and Barahona contribute to the reflection on the construction of a curriculum that promotes the active participation of students, respecting their different forms of expression and encouraging autonomy in the construction of knowledge.

The implementation of the BNCC in Early Childhood Education demands careful attention, with an emphasis on teacher training and the articulation between theory and practice, where teacher training is fundamental to ensure that teachers understand and contextualize the principles and guidelines present in the BNCC, adapting the curriculum according to the needs and characteristics of your students.

Furthermore, it is important to consider other challenges, such as adequate school infrastructure, the availability of teaching resources and teaching materials aligned with the BNCC, as well as the promotion of a school culture that values and supports the implementation of the curriculum, where the democratic participation of managers, teachers, students and families is also essential for the successful implementation of the BNCC.

In short, the National Common Curricular Base for Early Childhood Education is a document that represents a significant advance in Brazilian education, by establishing clear guidelines and objectives for the comprehensive training of children in this initial phase of education, as by adopting an integrative approach, valuing all the dimensions of child development, and by recognizing the importance of active student participation and adequate teacher training, BNCC seeks to promote a more meaningful, inclusive and contextualized education, capable of preparing children for a full life of learning and citizenship. However, it is important to consider the criticisms and challenges present in the implementation of the BNCC, always seeking an education that respects diversity and values the role of children in their learning process.

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