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THE IMPORTANT ROLE OF EARLY CHILDHOOD EDUCATION UNITS FOR THE BENEFIT OF CHILDREN

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SUMMARY
This study aims to reflect and discuss the history of daycare centers, as well as their importance for contemporary society. Many changes have occurred in the history of education and what can be highlighted here is that children are now seen as subjects with rights and as such, need to be respected in relation to their time, their culture and even their difficulties. Daycare centers and their professionals need to be prepared to receive these children and work with them in a dynamic and creative way. The family also plays a very important role, since it is known that the first education comes from home. It is the family that is responsible for the values and all the baggage that the child has since arriving at an educational institution. Another important point to highlight is the professional training of teachers, which does not end with graduation, but extends throughout life, challenged by concrete experiences lived. Hence the importance of continuing education programs for all teachers, to stimulate the renewal of knowledge in an environment of collective and self-motivated learning. It is known that education should be focused on the formation of responsible citizens, committed to their generation, which, in turn, has been a product of scientific knowledge and its technological developments. Ongoing pedagogical training in early childhood education is necessary, which means taking a new look at current educational needs. In this sense, the following question was raised: In what historical context did daycare centers emerge in Brazil and how did the understanding of the importance of teacher training come about, taking into account the transition from welfare to care and education?

To this end, we relied on the theoretical contributions of: Haddad (1989), Oliveira (1988), Angoti, Antônio Nóvoa, Libâneo (2001), Kullmann (2000).
Keywords: Early childhood education; child; educational institution.

ABSTRACT
The present study aims to reflect and discuss the history of day care centers, as well as their importance for contemporary society. Many changes have taken place in the history of education and what can be emphasized here is that children today are seen as subjects of law and as such, they need to be respected in relation to their time, their culture and even their difficulties. The nursery with its professionals needs to be prepared to receive these children and work with them in a dynamic and creative way. The family also has a very important role as it is known that the first education comes from home. It is the family that is responsible for the values and for all the luggage that the child possesses since arriving at an educational institution. Another important point to highlight is the professional training of the teacher, which does not end with the diploma, but extends throughout life, challenged by concrete experiences and hence the importance of continuing education programs for all teachers, to stimulate the renewal of knowledge in a collective and self-motivated learning environment. It is known that education must be focused on the formation of responsible citizens, committed to its generation, which, in turn, has been the product of scientific knowledge and its technological developments. Continuing pedagogical training in early childhood education is needed, which means that new perspectives on current educational needs are emerging. In this sense, the problem was traced - In what historical context did day-care centers come to life in Brazil and how did the understanding of the formative importance of the teacher, taking into account the path of assistance in caring and educating? For that, the theoretical contribution of Haddad (1989), Oliveira (1988), Angoti, Antônio Nóvoa, Libâneo (2001) and Kullmann (2000) was used.
Keywords: Infant Education; kid; educational institution

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INTRODUCTION

This article aims to reflect and discuss the history of daycare centers, as well as their importance for contemporary society, as well as address the role of early childhood education professionals and the family in the education of thousands of children, taking into account that balance and unity of these institutions are necessary for success in the teaching-learning process to occur.

The historical path of the emergence of daycare centers, given that a long time ago, children were considered miniature adults. Childcare in daycare centers was non-existent in Brazil until the beginning of the 20th century, since what existed in terms of care for children from the lower classes or their shelter were the “exposed circles” that had existed since the beginning of the 18th century. Fortunately, today children are seen as subjects with rights, with their own needs, their own way of thinking, their own way of doing things, and their own ways of doing things.

This article also addressed the importance of early childhood education teachers and their contribution to children's development. It is up to these professionals to provide a welcoming educational environment, giving children the opportunity to play as a privileged way of learning, since their development will also depend on the possibility they have of exploring their environment, expressing their emotions, expanding their knowledge of the world and establishing affective relationships.

Understand how the historical process of daycare centers took place, taking into account official documents such as: the Federal Constitution, the Law of Guidelines and Bases of National Early Childhood Education, the Statute of Children and Adolescents, the Magna Carta and others; analyze the importance of training Early Childhood Education teachers, since they are responsible for providing meaningful experiences for babies and young children. This article discusses daycare centers during the Industrial Revolution and in the present day, emphasizing that there were caregivers and today there is a minimum requirement for a degree in Pedagogy. Thus, the question is: In what historical context did daycare centers emerge and how are they working, taking into account the laws that govern education, teacher graduation and their continuing education.

The methodology used for this article is bibliographical in nature, which cIt consists of the initial stage of all scientific or academic work, with the objective of gathering information and data that will serve as a basis for the construction of the investigation proposed by the theme.

For Fonseca (2002), methods means organization, and logos means systematic study, research, investigation; in other words, methodology is the study of the organization, of the paths to be followed, to carry out research or a study, or to do science. Etymologically, it means the study of the paths, of the instruments used to conduct scientific research. For the same author, bibliographic research is done based on the survey of theoretical references already analyzed, and published in written and electronic media, such as books, scientific articles, and web pages. Any scientific work begins with bibliographic research, which allows the researcher to know what has already been studied on the subject. There are, however, scientific researches that are based solely on bibliographic research, looking for published theoretical references with the objective of gathering information or prior knowledge about the problem to which the answer is sought (FONSECA, 2002, p. 32).

The Literature Review was chosen for this research, because this is the only way to contextualize historically the paths taken by Early Childhood Education since the time when the child was considered a miniature adult until the present day when the child is conceived as a subject with rights. Such an understanding would not be possible with another type of research. For Silva and Menezes (2005), the content of the literature review should: address what is already known about the subject, what gaps exist and the main theoretical obstacles. Marconi and Lakatos (2002) state that the purpose of the Literature Review is to “put the researcher in direct contact with everything that has been written, said or filmed about a given subject, including conferences followed by debates that have been transcribed in some form, either published or recorded” (MARCONI; LATAKOS, 2002, p. 71).

1 THE HISTORICAL CONTEXT OF DAYCARE CENTERS AND THEIR IMPORTANCE FOR CHILDREN

The concept of children has changed over time, but many children still live in precarious conditions and are exposed to all types of violence, such as child labor, sexual exploitation, and others. Some are protected and receive all the care from their families and society itself, which they still do not

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defined its role in the face of inequalities present in the lives of citizens.

Today, children are seen as subjects with rights, with their own needs, ways of thinking, and ways of doing things. However, ideas about childhood still vary according to the child's position in the family and the social class in which they are inserted, as an integral part of a social and historical process. However, we know that in their historical constitution this was not always the case. Children were conceived as miniature adults, without desires or even characteristics specific to their age.

Over time, children were able to occupy a greater prominence in society, but until the 17th century they lived equally with adults, there was no different and separate children's world, or a special vision of childhood, and with the introduction of women into the job market, society realized that there should be a suitable place for children and this took a long time to conceive of the institutionalization of children.

Haddad (1989) says that daycare centers emerged during the 19th century in North American and European countries, but in Brazil only at the beginning of the 20th century, following the development of capitalism, as well as urbanization and the need to reproduce the workforce, which should be composed of capable, hygienic and disease-free people.

According to Oliveira (1988), daycare for children was non-existent in Brazil until the beginning of the 20th century, since what existed in terms of care for children from the lower classes or their shelter were the “exposed circles” that had existed since the beginning of the 18th century. In Brazil, according to Oliveira (2005), from the second half of the 19th century, when slavery was abolished, migration to urban areas increased, thus creating a problem of what to do with children. There were discourses that at the time generated contradictions, and one of them pointed to the blame for the precarious educational and hygienic situation of children as the responsibility of the parents. On the other hand, there was the Enlightenment ideology, which emphasized the ideas of progress and human perfectibility, as well as the defense of rational knowledge as a means of overcoming prejudices and traditional ideologies.

With the Industrial Revolution, in Europe, the agrarian-mercantile society transformed into an urban-manufacturing society; a scenario of conflicts emerged, where children were victims of poverty, abandonment and mistreatment, in addition to a high mortality rate.

According to Paschoal and Machado (2009, p.80):

> The birth of modern industry profoundly altered the current social structure, changing family habits and customs. Working-class mothers who had no one to leave their children with turned to the work of so-called mercenary mothers. When they chose not to work in factories, these mothers sold their services to shelter and care for the children of other women.

The “criadeiras” (children’s nurses) emerged, people who were willing to take care of children, and were later nicknamed “angel makers” because of the high mortality rate among the children they cared for. According to Oliveira (2005), the high mortality rate was due to “precarious hygienic and material conditions, as well as psychological problems arising from the inadequate separation of young children from their families.”

Thus, the first daycare center was created in Paris in 1844 to help working mothers, combat infant mortality and teach hygiene habits. What was offered to the children was protection work and outpatient medical care, and in addition to concerns about hygiene and nutrition, there was care for their physical safety. It is clear then that there was still no value placed on the education and intellectual development of children.

According to Oliveira (1988) and Noronha (1997), it was only from 1960 onwards that new elements emerged in relation to daycare services, especially because at this time the organizations were strengthened. of workers for better living and working conditions, thus increasing the number of daycare centers and preschools.

In 1972, the Brazilian government decreed that daycare centers linked to private and/or public companies were mandatory, and continued to be influenced by medical thinking and welfare, with operating conditions requiring the guarantee of children's health.

In the 1980s, the education of young children was claimed as a duty of the State, which until then had not legally committed to such a function, and in 1988, due to pressure from feminist and social movements, the Constitution recognized education in daycare centers and preschools as a right of the child and a duty of the State.

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The 1988 Constitution then makes explicit the State's duty to guarantee basic education, quality and free:

> Art. 208. The State's duty to education will be fulfilled by guaranteeing:
> I - compulsory and free basic education from 4 (four) to 17 (seventeen) years of age, ensuring that it is also offered free of charge to all those who did not have access to it at the appropriate age;
> (...)
> IV - early childhood education, in daycare and preschool, for children up to 5 (five) years of age;
> V - access to the highest levels of education, research and artistic creation, according to each person's ability;
> (...)
> VII - assistance to students, at all stages of basic education, through supplementary programs of school teaching materials, transportation,
> food and health care.
> § 1º - Access to free and compulsory education is a subjective public right. (...)
> (BRAZIL, 1988, p. 160)

In 1990, the Statute of Children and Adolescents - ECA was enacted, which concretized the rights of children enacted by the Constitution, and in its article 53, it reinforces the right to a comprehensive education also based on the exercise of citizenship and preparation for the job market; in addition, in its article 54 paragraph IV, it reports on the State's obligation to guarantee the right to care in daycare centers and preschools.

The Law of Guidelines and Bases of National Education – LDBEN 9394/1996, is instituted, which proposes that municipalities be responsible for offering Early Childhood Education as the first stage of Basic Education. Educational services are then provided to children aged 0 to 6 in daycare centers and preschools, which are incorporated into the education system, constituting the first stage in the schooling process:

> Art. 29. Early childhood education, the first stage of basic education, aims at the integral development of the child up to six years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community. (BRAZIL, 1996, p. 42)

According to the Curricular Reference for Early Childhood Education (1998), in recent decades, debates at national and international levels have shown the need for institutions to incorporate the functions of educating and caring in an integrated manner.

Thus, with the constitutional principle of the right to education from birth and the conception of Early Childhood Education as the first stage of basic education (LDB/96, art. 29), a path is traced in the construction of the new daycare center, no longer distinct from institutions in the educational area, nor different in objectives, content and procedures in caring for children. In the daycare center, the times and spaces of both adults and children are organized around routine activities and these constitute the backbone of the organization of the group of children.

> Art. 2 - Education, a duty of the family and the State, inspired by the principles of freedom and the ideals of human solidarity, has as its purpose the full development of the student, their preparation for the exercise of citizenship and their qualification for work (BRASIL, 1996, p.15).

It is important to highlight here the Magna Carta, which in section IV confirms the right to daycare for children from zero to six years of age, imposing on the State the duty to fulfill its role as an agent of organization of Brazilian education. To achieve this, we must remember the popular movements that came together to have their rights guaranteed by the State.

In this way, today we can understand daycare as a permanent system of educational relationships, socialization and individualization, which is also responsible for protecting the physical and mental health of children. It must be an environment created to provide continuity of care provided by the family to the child, thus favoring the satisfaction of basic needs, attention, acceptance, development of self-esteem, discovery and formation of the self in relation to others.

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2 THE EARLY CHILDHOOD EDUCATION TEACHER AND HIS CONTRIBUTION TO CHILDREN'S DEVELOPMENT

The Early Childhood Education teacher plays an important role, taking into account that he/she must organize learning situations appropriate for babies from six months to six years old, based on the understanding that they are going through a process of expanding experiences in relation to the construction of languages and objects of knowledge, considering development in its affective, physical, cognitive and linguistic aspects (MEC/SEMTEC, 2000, p. 73)

It is necessary to be aware that education plays a transformative role in human life and among the stages of the educational process, Early Childhood Education stands out, which is a level of education in which the child's relationship with formal knowledge begins, a privileged space for child development in its entirety.

According to the Law of Guidelines and Bases of National Education in its Art. 29:

> Early childhood education, the first stage of basic education, aims at the comprehensive development of children up to six years of age, in their physical, psychological, intellectual and social aspects, complementing the action of the family and the community (LDB 9394/96, p.39).

The adult who until then could have been an assistant, with the sole responsibility of taking care of children, so that their mothers could work, with the advent of educational policies and the entry of daycare into the Brazilian educational system, the figure of the untrained adult gave way to a teacher, with training, endowed with knowledge and skills, who needed quality training that enabled him to contemplate historical changes.

Maria Montessori (1870-1952), in addressing these changes, launched a method that moved from the concrete to the abstract, based on motor and sensory activities. She developed a series of teaching materials that constitute one of the best-known aspects of her work. Her method of education through the senses was based on a biological conception of growth and development, shifting the educational focus from content to the form of thought.

Nowadays, it is understood that Early Childhood Education is no longer limited to providing care, and that the training of professionals becomes relevant so that they can act satisfactorily, meeting all the specific needs of childhood. In this sense, there is much controversy regarding the training of Early Childhood Education teachers. Oliveira (2005) states that the training of teachers who work in Early Childhood Education is precarious, requiring systematic and continuous intervention in order to expand the skills of these teachers in relation to their educational and care actions, since the current training mechanisms do not contemplate this dual function.

In their daily activities in Early Childhood Education, it is the Early Childhood Education teacher's responsibility to offer an educational, welcoming environment, giving the child the possibility of playing as a privileged way of learning, as their development will also depend on the possibility they have of exploring their environment, expressing their emotions, having contact with various things, people and establishing affective relationships.

Teacher training for Early Childhood Education is linked to education as a whole, and the educator must agree with the idea that the educational institution must be a place of affection, relationships and experiencing diverse values and experiences.

This important professional, when assuming the functions of caring and educating, must have ethical and competent training in the specificity of his task. As expected, the new role that is being constructed for Early Childhood Education brings a new vision of children and also a new concept of professionals, who must be someone qualified to mediate the child's development. Kuhlmann (2000, p. 65) says that

> When we indicate the need to take the child as a starting point, we want to emphasize the importance of training the professional who will educate this child in early childhood education institutions. It is not the child who needs to master disciplinary content, but the people who educate him or her.

In the daily routine of a daycare center, it is noted that language in children under 6 years of age develops when the child draws, paints, observes a flower, watches a video, plays make-believe, manipulates a toy, explores the sand, collects pebbles, seeds, talks to friends or even to himself.

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teacher. This can be characterized as the construction of knowledge, which occurs through expanded experiences.

Teacher training cannot be seen only as a process of accumulating knowledge in a static way, such as courses, theories, readings and techniques, but rather as the continuous reconstruction of personal and professional identity that must be linked to a set of values, knowledge and attitudes found in one's own experiences and personal experiences, which give meaning to educational work.

In view of the above, Libâneo (2001) clearly states that it is not enough for a teacher, at any level of education, to have only knowledge; knowledge and competence are necessary. Knowledge is theoretical and practical knowledge necessary for professional practice; competences are the qualities, capabilities, skills and attitudes related to theoretical and practical knowledge and that allow the adequate exercise of the profession. It is up to the teacher to reflect on his/her practice, a current allied to systematized thinking, that is,

> (...) without theory, without systematic development of thought processes, without cognitive competence, without the development of professional skills, the teacher will remain tied to his daily life, closed in his small personal and professional world. (LIBÂNEO, 2001, p. 27-28).

The teacher needs to have versatile skills, which means that he or she must work with diverse content, ranging from essential basic care to specific knowledge from different areas of knowledge, such as movement, visual arts, music, oral and written language, nature and society, and mathematics.

According to Angotti (2008, p. 19), that:

> The professionalism of early childhood educators must be based on the implementation of care that promotes education, and an education that does not fail to care for the child, to meet their essential needs and demands from a very young age in activities, spaces and times of play.

In addition to being committed to socio-educational work and preparing to critically reflect on the reality that surrounds them, it is necessary to broaden the reflection on the fundamental skills of the professional, both in the scope of initial training and in continuing education.

Ultimately, it is up to the early childhood education professional to take into account not only the characteristics of children, but above all to recognize the "[...] peculiar needs of children, as well as to share a contemporary social awareness about what is defined as the rights of children aged 0 to 6" (CAMPOS M.; ROSEMBERG, 1995 apud MACHADO, 1998).

FINAL CONSIDERATIONS

This study elucidated how important it was to address the history of the emergence of daycare centers, going through the understanding of what the wheel of those exposed was like until the present day, considering the child as a subject of rights.

It was possible to see during the work how much there were changes until the recognition of the importance of early childhood education, while this education was considered of lesser importance and today it is known that stimulation from early childhood education contributes greatly to the learning of children, in addition, it develops their motor, affective and social relationship skills. The contact between children and educators transforms into learning relationships.

It is noted that along with this evolution and recognition of the importance of childhood; if the need for teacher training, as well as constant professional training, the search for provide children with playful knowledge, games with objectives that lead to learning. It is important to emphasize the participation of parents in the formal education of their children, since family life and school life are simultaneous and complementary and it is important that parents, teachers, and children share experiences, understand and work on the issues involved in their daily lives and thus be able to seek and understand together the nuances of each situation, to which we are exposed daily.

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