

4 FRUITIVE READING AND THE TEACHING ACTION IN EARLY CHILDHOOD EDUCATION

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ABSTRACT: The present work was conducted in the discipline Supervised Training: Research of Pedagogical Practice, which aimed to understand the teaching on the Early Childhood Education. The research was held at an Early Childhood Education public school, located in Balneário Camboriú, that serves children from zero to three years and eleven month old (nursery school and maternal). Children, teachers and parents have participated on this research. The teaching plan was guided by the literature as an aesthetic object on the Early Childhood Education, in other words, the concept of reading emphasizes the enjoyment, a free relationship that the child owns with a book, making possible the awakening of the senses and the desire for the book. The study can be considered a qualitative one and the procedures for data collection include: observation protocols, interviews, bibliographic research, intervention plan, photographic records, and a field diary. We got a close relationship with the researched group, allowing many different results, that enable better understand the testimonials and their interpretations. It's considered that this research has fostered the importance of the action in Early Childhood Education teaching staff, reinforcing how much are subtle pedagogical practices related to reading. We conclude that stimulate reading habits in daily life, promote a great effect on the cognitive, affective and sociocultural development of children.

KEYWORDS: Reading. Fruition. Teaching. Early Childhood Education.