

Natureza do trabalho: Resumo

TÍTULO

PRACTICES THAT STIMULATE THE NEURODEVELOPMENT AND LEARNING OF CHILDREN IN EARLY CHILDHOOD EDUCATION CENTRES OF DOURADOS – MATO GROSSO DO SUL

JULYANA ALVES TEIXEIRA BORGES, MARGARETH SOARES DALLA GIACOMASSA

UNIVERSIDADE ESTADUAL DO MATO GROSSO DO SUL, UEMS, DOURADOS, MS, BRASIL

RESUMO

Introduction: This work was carried out with children 2-4 years in a kindergarten center of Dourados/ MS, with a total of 30 children from March to August 2015. The child is constantly development, starting in uterine life and involves various issues ranging from physical growth to neurological behavioral, cognitive, social and emotional maturity. Resulting in a competent child to answer their needs considering their life context. Inter-related with food, hygiene, housing and general care of the child, as well as family, social contextual dynamics in school relational bonds which it is inserted. In this way the act of play is the scenario for sensorimotor trial, opportunity to test in practice the cognitive skills of interaction and relational answers with other children and adults, offers the opportunity to learn to live with the rules of society, test the capabilities, limits and test social life. The play is a complete activity, which provides a means by which children develop cognitive, social, communication skills, self-care, problems solution and sensorimotor functions. **Objectives:** To encourage the improvement of knowledge in the children's learning process in the center of early childhood education. **Material and Methods:** Educational activities that stimulated cognitive development exemplifying have been conducted: coloring drawings to improve and develop the notion of space, drawings with purpose to interrelate like figures, memory game, fun games with simple mathematical operations, using small pasta to model for coordination fine motor, paints with gouache and crayon. **Results:** The children were participatory in the activities with various themes. Checking the progress of learning and cognitive functions every new activity and changes in interpersonal relationships, observed directly through evaluation processes in school performance, being factor for the assessment of cognition neurodevelopment. **Discussion and Conclusion:** The teacher needs to be aware when planning activities especially with child neurodevelopment enhancing skills, competencies and assisting the particular difficulties of each student.

Keywords: Cognition. Brain development. Stimulation.

References

Fonseca, AS. Enfermagem pediátrica. Organização de Ariadne da Silva Fonseca. São Paulo, Martinari. 2013. 360 p.

Levine, M. Educação individualizada. Rio de Janeiro: Campus, 2003.

Lopes RMF, Nascimento RFL, Souza SG, Mallet LG. Desenvolvimento cognitivo e motor de crianças de zero a quinze meses: um estudo de revisão. Rio Grande do Sul: Pontífica Universidade Católica do Rio Grande do Sul (PUCRS), 2010. Disponível: <<http://www.psicologia.pt/artigos/textos/A0529.pdf>> Acesso em: 19 ago. 2015.

Anais do 3º Simpósio Internacional de Neurociências da Grande Dourados – SINGraD – 2015

01, 02 e 03 de outubro de 2015 – Dourados – MS - Brasil

Ferreira, HCS. Desenvolvimento infantil: o brincar e o aprender no pré-operatório. Monografia do curso de Terapia Ocupacional. Faculdade Santa Terezinha – CEST, São Luís (MA), 2013. Disponível: <<http://br.monografias.com/trabalhos3/desenvolvimento-infantil-brincar-aprender-operatorio/desenvolvimento-infantil-brincar-aprender-operatorio2.shtml>> Acesso em: 19 ago. 2015.