



Plays and interactions in didactic books for child education

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ABSTRACT. This article analyzes three collections of Brazilian Didactic Books for Early Childhood Education, aiming to understand how the children's game and the interactions, basis of the National Curricular Guidelines for Early Childhood Education (Resolução n. 5, 2009), are included in the teaching material. The research is theoretically based on the childhood and children's game studies of authors as Brougère (1995), Kishimoto (2010) and Moyles et al. (2006), among others. The methodological process developed was through the analysis of the book's content, focusing on the children's games and the interactions proposed by the material. The children's game and to a lesser extent the interactions, although present in the material appear only in supervised activities, aiming the teaching of strict contents and not the contextualized experiences, complex, playful, interactive and cognitive. In this way, the children's games and the interactions, as presented in Didactic Books, assume a limited and poor sense, and do not constitute the basis of the collections and distancing from that legitimized by the National Curricular Guidelines for Early Childhood Education.

Keywords: preschool; teaching material; DCNEI.

As brincadeiras e as interações nos livros didáticos para educação infantil

RESUMO. Este artigo analisa três coleções brasileiras de livros didáticos para educação infantil, visando compreender como a brincadeira e as interações, eixo das Diretrizes Curriculares Nacionais para a Educação Infantil (Resolução n. 5, 2009), estão contempladas no material didático. A pesquisa fundamentou-se teoricamente nos estudos da infância e da brincadeira, de autores como Brougère (1995), Kishimoto (2010) e Moyles et al. (2006), dentre outros. O processo metodológico foi desenvolvido por meio da Análise de Conteúdo (Bardin, 2009) das atividades propostas nas coleções de livros didáticos e manuais dos professores, centrando-se nas brincadeiras e interações propostas no material. Verificou-se que a brincadeira e, em menor proporção, as interações, apesar de estarem presentes no material didático, aparecem apenas em atividades dirigidas, visando ao ensino de conteúdos estritos e não experiências contextualizadas, complexas, lúdicas, interativas e cognitivas. Considera-se que as brincadeiras e as interações, no modo como são contempladas nos livros didáticos, assumem sentido restrito e empobrecido, não se constituindo como eixos das coleções e distanciando-se do que legitimam as proposições das Diretrizes Curriculares Nacionais para a Educação Infantil.

Palavras-chave: pré-escola; materiais didáticos; DCNEI.

Los juegos y las interacciones en los libros didácticos para educación infantil

RESUMEN. Este artículo analiza tres colecciones brasileñas de libros didácticos para educación infantil, a fin de comprender cómo el juego y las interacciones, eje de las Directrices Curriculares Nacionales para la Educación Infantil (Resolución n. 5, 2009), están contempladas en el material didáctico. La investigación se fundamentó teóricamente en los estudios de la infancia y del juego, de autores como Brougère (1995), Kishimoto (2010) y Moyles et al. (2006), entre otros. El proceso metodológico fue desarrollado por medio del Análisis de Contenido (Bardin, 2009) de las actividades propuestas en las colecciones de libros didácticos y manuales de los profesores, centrándose en los juegos e interacciones propuestos en el material. Se verificó que el juego y, en menor proporción, las interacciones, a pesar de estar presentes en el material didáctico, aparecen apenas en actividades dirigidas, a fin de enseñar contenidos estrictos y no experiencias contextualizadas, complejas, lúdicas, interactivas y cognitivas. Se considera que los juegos y las interacciones, de la manera como son contempladas en los libros didácticos, asumen sentido restricto y empobrecido, no constituyéndose como ejes de las colecciones y alejándose de lo que legitiman las proposiciones de las Directrices Curriculares Nacionales para la Educación Infantil.

Palabras-clave: preescolar; materiales didácticos; DCNEI.

Introduction

Studies and research on the history of textbooks (LD) in Brazil indicate the long path of this object of school culture, even before the creation of the press in the fifteenth century, when few students had access to written material, because the books were copied manually (Freitas, & Rodrigues, 2009). With the advent of the press, textbooks began to be reproduced, but access to them was restricted because of the high cost of the volumes (Manguel, 1997). Veiga (2007) shows that it was around 1870 that there was an increase in the circulation of printed educational material, such as books, booklets and periodicals specialized in education, coinciding with the expansion of public education networks and the creation of the mass school (Cambi, 1995).

According to the National Fund for Educational Development (FNDE) (Fundo Nacional de Desenvolvimento e Educação, 2015), the National Didactic Book Program (PNLD) (Programa Nacional do Livro Didático, 2015), is the oldest of programs aimed at the distribution of didactic works to students of the Brazilian public school system. Throughout its history, it has had different names, as well as different understandings about the criteria of selection, elaboration and use of didactic books.

Nowadays, PNLD's selection and purchase processes take place through a public notice, in which publishers send the didactic books that, after passing through the analysis of specialists defined by the Secretariat of Basic Education, begin to compose the Guide to Didactic Books (*Práticas Cotidianas na Educação Infantil: bases para reflexão sobre as orientações curriculares*, 2009). After this process, each school democratically elects, among the books inscribed in this guide, those that it wishes to use, taking into consideration its pedagogical planning. Two options are available, but if the first cannot be negotiated with the publisher, the second one will be used, which can only be substituted in the next triennial PNLD.

The stage of early childhood education did not participate in any notice of selection and purchase of LD for children up to the present date. However, through Notice 01/2017 – CGPLI (Edital de Convocação 01/2017, 2017), there was a call for registration and evaluation of teaching works for teachers who work with children from 0 to 5 years and 11 months in the direct and agreed network of the country¹.

This recent inclusion of early childhood education in PNLD – even with teaching works for teachers and not for children – is due to the amendment of article 208 of the Federal Constitution, following the approval of Constitutional Amendment 59/2009 (Emenda Constitucional n. 59, 2009) that determined that Supplementary Support Programs to the student, such as school teaching material, transportation, food and health, contemplate all stages of basic education, including, thus, early childhood education.

In this sense, it is important to point out that in 2015, due to the amendment of article 208, the Ministry of Education (MEC), through General Coordination of Early Childhood Education (COEDI) considered it necessary to discuss the book and reading policy for the stage. He organized debates with researchers and teachers and defined in Technical Expert Opinion that the materials to support the pedagogical practices for early childhood education are children's literature, illustrations, verse and prose and information books.

However, although they are not purchased by PNLD for use in public institutions, there are already several LD collections for small children published and available in bookstores all over Brazil. Such collections have been increasingly adopted in private preschools in which the books are purchased by the families at the request of the institution.

Although the discussion on didactic books in early childhood education has gained importance today, the subject of textbook in school is not recent. Records have pointed out that the problem of didactic books in Brazil has existed since the 1980s. Inspired by the Italians Bonazzi and Eco (1980), several Brazilian authors began to analyze the national repertoire, such as Nosella (1979), with the publication of *As belas mentiras*, and Faria (1984), with *Ideology in the textbook*.

In addition to the textbook discourse, authors such as Apple (1995) analyze the editorial and consumption process that transforms this object into a commodity produced, marketed, distributed and consumed. For the author, relations between culture, economy and state conform this process; the latter, in turn, acts as a regulator in defining choice programs and books evaluation, controlling the types of knowledge that will be taught. According to Apple (1995, p. 81-82),

[...] the textbooks are the ones that set out much of the material conditions for teaching and learning in classrooms in many countries across the world and considering that it is the texts of these books that often define what is the legitimate culture to be transmitted [...].

¹ According to inquiries made at a Public Hearing, on July 22, 2017, published on the PNLD website, the estimated volume to be distributed is 78 thousand textbooks for schools in the direct network and 8,400 (approximately) for the network agreed to for the pre school and of 38 thousand schools in the direct network and 5,300 (approximately) in the network for the day-care center.

In the presented perspective, the didactic book constitutes as a cultural product that guides the learning of certain knowledge. In this way, the teacher and the children have little to decide in this process, in the mean that the contents have already been delimited, the objectives and the way in which the teaching should be conducted are already designed.

Carretero (2007) states that the textbook is a cultural, political and economic artifact. He has a speech and a univocal voice, as if he represents the truth. The fundamental question that confronts this type of book is the need to make a critical reading of this material. Eco (1980, p. 15, emphasis added) proposes that this reading should be incisive and that "Making a process against the reading book implies an effort of alienation: we must read and reread a page in which are spread ideas that we usually consider 'normal' and 'good' and ask ourselves, 'But is it really so?'".

In order to reflect on textbooks and their use in children's education, a critical reading of three collections published in Brazil, aimed at children aged three to five years and 11 months, was carried out. The textbooks analyzed are in line with the axis of interactions and games provided for in article 9 of the National Curriculum Guidelines for Early Childhood Education - DCNEI (2009). To do so, we sought to understand how the interactions and games, which are the guiding axes of pedagogical practices in children's education, are contemplated in the materials.

The playing and interactions in child education

The DCNEI (2009) was originated from a democratic revision process of the previous guidelines (resolution CEB / CNE 01/1999). This aimed to promote greater participation of society in the definitions of educational policy for the area, as stated by Flores and Albuquerque (2015). They define childhood as a very important moment in human development, essential for learning to interact, to live together, to know their feelings, to negotiate points of view, to play and to create, to invent, to be curious - significant elements for formation. Therefore, the purpose of the child education institution is to offer children internal and external play environments, games, interactions and learning.

In this sense, Resolution No. 5 of 2009 points to the need of discussing ways of "[...] guiding work among children up to three years of age in day-care centers and how to guarantee practices among children of four and five years of age that articulate,

but that do not anticipate processes of Elementary Education"(Brazil, 2009, p. 1).

The document, in its article 9, indicates that the pedagogical practices that make up the curricular proposal of children's education should be guided by interactions and games, guaranteeing sensory, expressive and corporal experiences; respect for the desires and rhythms of children; immersion in different languages; experiences with oral and written language; mathematical relations; participation in individual and collective activities; incentive to curiosity, exploration and enchantment; artistic and cultural interactions; knowledge of biodiversity and care for natural resources; and use of technological and media resources (Brazil, 2009), these being the formative school and teacher commitments.

The importance of playing in children's education has been presented by many researchers, such as Brougère (1995), Kishimoto (2010) and Moyles et al. (2006). However, this aspect has been interpreted by the authors in different ways, which makes their conceptualization complex.

It is corroborated the understanding brought by Vigotsky that children are moved by the activity of playing and that "[...] behind the joke are the changes of needs and the changes of more general character of the conscience [...]" (Vigotsky, 2008, p. 35). Brougère (1995) also states that playing is a human activity in which things become other, that is, they gain new meanings. For the author, it is possible that the game has rules, such as the symbolic games in which agreements are made on the roles and acts that will lead to the situation. However, for the free-play to be possible, these rules must be built by those who are part of the game and only have value in the time in which the experience happens. In the bias of games with the didactic purpose, he affirms that

A learning activity, controlled by the educator, takes the form of a game to seduce the child. However, the child does not take the initiative of the game, nor has the domain of its content and its development. The domain belongs to the adult who can be sure of the didactic value content transmitted in this way. It is about using the interest in the game in order to divert it, to use it for a good cause. We understand that there is only play by analogy, by a remote similarity (Brougère, 1995, p. 97).

According to Barbosa and Richter (2009), playing is the creative human experience of in which the child or the adult gives meaning to the lived experience through the imagination; so the playing is the culture of childhood, produced by those who participate and is triggered by the activities

themselves. For the researchers, children learn to constitute their playing culture, playing, and every culture is a living process of relationships, interactions and transformations.

Kishimoto (2010) argues that one cannot dissociate playing and interactions. For the author, the interactions of children with teachers, with other children, with toys and materials, with the environment, with the institution as a whole and with families make possible the knowledge of the world, children's playing repertoire, diversity, games and inclusion in popular culture.

In relation to the reflection on interactions in the young children education, Corsaro (2007a) contributes, when he problematizes the individual child image that still prevails, which finds assumptions in a conception of human development as something individual and is based on the passive internalization of the child's adult competences. In contrast, the author points out that children develop individually, but that this process occurs in the middle of the collective that they are always part, a process that is constantly changing. For the author, "Human development is always collective and transitions are always produced collectively and shared with significant others" (Corsaro, 2007a, p. 1).

In this discussion, we share the perspective of the cultural nature of human development, advocated by Rogoff (2005, p. 15), because it underlines that, "As a biological species, we humans are defined in terms of our cultural participation". Human learning is built on the participation of cultural processes; human development is linked to the relationship of individuals with their contexts, taking into account that people are biological and cultural beings.

In this way, it is understood that it is through playing and interacting that the child explores objects and space, produces and shares meanings, creates narratives, produces cultures, builds identity, and learns about themselves and others, which is important in the first years of life. The pedagogical action in children's education needs to promote a childhood experience that is committed to the learning generated by playfulness, games and imagination (Resolução n. 5, 2009).

With the purpose of discussing the appropriateness or not of the collections analyzed in the National Curriculum Guidelines for Early Childhood Education (2009), especially regarding the article 9, the focus here is on the presence / absence of games and interactions in books. To that end, the analysis process was based on two main questions: What conceptions of games and

interactions are present in the collections? How are these axes included in the book proposals?

Methodology

This work consists of a qualitative research, developed through Content Analysis (Bardin, 2009) of three collections of didactic books destined to the early childhood education stage, aiming at understanding the relationships between texts, exercises, propositions of the material and the DCNEI. For the research corpus definition, it was initially contacted, through telephone and letter-writing, publishers who have textbooks published and marketed for this stage of basic education².

For the collections selection in this study, the following criteria were defined for the sample definition: to have three volumes of books, intended for children of three, four and five years and 11 months; present Manual or Teacher's Book; publication dates after DCNEI / 2009. The analysis material consisted of the following collections: Collection A (2010); Collection B (2013) and Collection C (2014).

The samples analyzed were the teacher's books, which are composed of the Teacher's Manual, that indicates which ways this professional should practice teaching and reproduce the pages of the didactic books for young children. The textbooks for children are A3 size, spiral, with color and disposable use.

An exploratory reading of the didactic books was made, and the elements present in each work were verified based on a script elaborated based on the DCNEI (Brazil, 2009). In the sequence, emphasis is placed especially in the analysis of the games and interactions axis, present in article 9 of the guidelines, around the following topics: conceptions present in books and manuals, types of proposition, didactic strategies, activities statements, relation with the context, with the culture, with the areas of knowledge and with the learning.

The generated data were organized into tables, which subsidized the content analysis process and made it possible both to have an volume overview and to look at specific issues that were present in a given collection.

What kind of conceptions and interactions are present in the collections?

In this item, we sought to identify the

² The considered publishers were from a) national scope; b) with local distributors, in order to facilitate access to the material; c) that had books selected by PNLD (in other stages of basic education); d) who were among the publishers with the greatest circulation in the program, after consulting the list of publishers and securities negotiated in the National Program of Didactic Book.

understandings about games and interactions present in the Teacher Manual of the analyzed collections. Initially it is important to point out that the games and interactions as central axes are not recognized in any of the three collections. In their organization, Collections A and C prioritize contents structured by areas of knowledge; Collection B organizes them by areas, but in an integrated way.

In the Teacher Manuals analyzed, playing was found as one of the topics addressed, but without great emphasis and with different understandings. In Collection A, it is informed that the valorization of Brazilian culture and children's literature are differentials of the work. When it comes to the Student Book, it is mentioned that the contents are addressed through the exploration of games, individual and group activities that promote interaction with their peers, as well through speeches, songs, works of art, collage, among others. In the bibliography of the Teacher's Manual, composed of 14 references, only seven are related to playing and / or games

In the Handbook of Collection B, no conceptualization or significant notes were found for the themes of playing and interactions. Only in the collection structure presentation it is indicated the presence of the Session Hour of Game in each unit of the volumes, whose main objective is to resume concepts worked in a playful way. On the other hand, in the initial pages the emphasis is on the oral development, the process of reading and writing, contact with art and music, as well as ideas associated with counting and numbers, tables, magnitudes and measures, natural phenomena and ethnic and cultural diversity. In the bibliography, composed of 50 items, 18 books are referenced which have the words play, playing and / or games in their titles.

Collection C is the one that most closely addresses the play and interactions in the Teacher's Manual, bringing the slogan "Your student will learn playing" on the front page. The topic Teaching and learning in Early Childhood Education presents the sub-theme Play and Learn, which encourages playing and recognizes it as a learning situation, a way of learning the child. It also points out that playing can occur spontaneously during free play activities and in other school environments. The bibliography composed of 63 references, shows 13 whose titles include playing and / or games.

Analyzing the above, this lack of emphasis on the theoretical and methodological conception for playing and interactions in Teacher Manuals is problematic. In didactic books collections intended

for early childhood education, the lack of approach to playing in its cultural experience dimension, free character and playfulness evidences the collection conceptual fragility and the Teacher's Manual in its educational potential as well as in the type of proposition activities for children. In this way, they do not comply with the requirement of the guidelines to have playing and interactions as axes of pedagogical practice, on the contrary, they draw the attention of the professional to elements related to the areas of knowledge of elementary education, such as Portuguese language, mathematics, social sciences and natural sciences, complementary to the educational infancy commitment.

The playing role in the analyzed didactic books proposals

In the analyzed material, generally, proposition of playing, as well as the use of games, are presented related to the teaching and learning of contents. In one of the collections (C), they appear more frequently in proposals such as:

- a) in society: a play of wireless phone names and post-writing the name in the book activity;
- b) in language: imitating letters, using the body (A, E, I, O, U);
- c) in mathematics: a joke 'The master has sent' to work and learn directions such as above and below; playing with logical blocks to fulfill a request such as 'I want a large, thin, red triangular piece'; Bowling game involving serialization and sum of points.

The examples above show an instrumental view of the playing activity and some games, also found in two other collections, that is, they are a resource for other goals, as a mean and not as an end in itself. What it seems is, according to Fortuna (2012, p. 33), an attempt to "[...] make use of the game by rigidly subordinating it to the teaching of school contents or to general knowledge [...]" since imagination, freedom, reasoning, invention and uncertainty are limited.

From the analysis of didactic books, it was possible to identify another point of approximation among the collections, regarding the use of the word play in the activity statement. Below are a few examples, taken from Student Book pages:

- a) Let's play with the letters? This statement is accompanied by the order 'Cover the dots with colored pencils', to pass the pencil in dotted letters (Collection C);

- b) The book indicates the activity: In this game, each child enters a figure that the teacher did on the floor; just below, the order of the activity that should be done on the page of the book is written:

'Paint the square with wax chalk', with a suggestion that the activity be done with the yellow color (Collection C);

c) Let's play? - The proposed activity is to collate scenes in spaces previously indicated with the intention of ordering them temporarily (Collection B).

In these examples, it is noticed that sometimes, although the material brings in the Student's Books proposals that are called games or that involve playing, what is proposed distances itself from the joke in the sense as understood in this work, legitimized by the DCNEI. The use of the terms playing and games, present in the statements, disguise the activities proposed on the page.

In other words, there seems to be a lack of coherence between the statements and what is actually being proposed and prioritized in the book activity: learning of letter-tracing, geometric figure and temporal sequence. In the enunciated, the invitation was to play, but not to play assumed as "[...] free, creative activity, able to absorb the person who plays, not focused on productivity" (Fortuna, 2012, p. 29). Was it to play?

The same was noticed in Collection C, in the mismatch between the concept of playing, explicit in the Teacher's Manual, besides its use as a didactic tool, and the way it was translated and simplified in most of the proposals in the Student's book.

Continuing the analysis, three examples are given below of how the songs appear in the collections, indicating which educational objectives are foreseen for each of them:

a) in the inside and outside dances (Collection A): widen vocabulary with antonyms inside and outside; develop visual discrimination; make graphic record of the games (cover dashed line of a circle, draw in and out of circles on page intended for this in the book); and complete words with vowels;

b) in the song 'Caranguejo peixe é' (Collection B): to increase the coordination of the movements with rhythm and messages of the songs;

c) in the song 'Ciranda, Cirandinha' (Collection C): develop the oral expression and observe writing direction and space between words, in poster made with the lyrics of the song.

In the respective pages of the Teacher's Manual, the description of these proposals also indicated the realization of the 'play' with the children before or after other activities, such as reading the lyrics, recording it on the poster or playing the 'game' graphically. Yet the focus does not seem to be the experience of playing, its process, and all that is inherent in pleasure, interactions, playfulness, transmission of cultural heritage - but learning the

contents of areas of knowledge recorded in the book as a final product of the 'game'.

In this bias, it is understood that the way the songs in the collections are present does not contemplate the importance of words, music, and playing in early childhood, as Hortélio and Reyes (2013) says. For the authors:

It takes the word, the rhythm, the song, the movement and the other. If you take away any of these parts the body disarms and the toy does not happen. It is very important to have an understanding of this wholeness that represents the child human being. And we have a school that divides, divides, divides [...] (Hortélio, & Reyes, 2013, p. 24).

This prevailed not only in the songs, but also in other 'games', which in books become activities linked to the purpose of teaching content and / or developing skills. In this way, traditional games or that are part of a cultural repertoire, such as hopscotch, were used to teach the numbering, fulfilling, thus, this same 'didactic' function.

In Student Books' pages, the focus is not on empowering the mediation of teacher's actions by sharing with children the different ways of playing that humanity has already created. On the contrary, given that the songs have previously been suggested in the pages of the book and distributed in volumes or chapters of certain areas of knowledge, they present themselves in a decontextualized way, far from what emerges in the group of children and their cultural contexts. Proposals like this, devoid of shared meanings, will be easily experienced by children, distancing themselves from the playful character and moving away from the pleasure involved in the play.

One could then question: Are the games identified as games, in fact, games? Playing, in the conceptions previously presented and that underlies this work and the DCNEI, is practically absent from the collections. What prevails is the taught game, as an instrument to transmit knowledge, subordinated to the teaching of school contents or general knowledge, to the detriment of the game and even the cultural game. This is perceived, for example, when, next to the poem about marble, it is advised that the teacher make the children roll the balls and observe their different sizes.

There have been few suggestions of games in the books with ample movements, cultural heritage, such as hiding-places, pick-up, ring-pass, hopscotch, detective and thief, among more flexible ones, such as construction playing, or box of sand, without specific targeting.

About a game which involves rules, it is worth noting that Collection B mentions the child's learning related to it, how to throw the dice, count the points, respect the game rules, wait his turn and fill in the cards. In it, there is the Game Hour section, attached to the end of each unit of the book. In the description of the Teacher's Manual it is emphasized that the mentioned learnings are exercised while the children take up concepts learnt in a playful way, for example in the section that brings the game of track to explore healthy eating.

Regarding the games, considering the imagination importance in the children education, it also important to ask: Could the didactic book contemplate it?

Mello (2005) provokes to look at this question in didactic books when he points out that what he does, as well as drawing, is not a second category activity at school, since it is essential in the human communication development bases formation. Analyzing the manuals, there is no conceptual emphasis in this aspect, nor significant propositions that suggest to teachers practical practices such as the construction of playing contexts, intentionally prepared in the room, for example, songs or play areas.

In the Student Books, two proposals disturbed: the first involved the dramatization of a supermarket to classify packaging by attributes (Collection C); the second, playing the postman, in which a child would represent the postman and another would be his assistant, with the purpose of delivering envelopes with invitations made by the children, showing in the dialogues, already prescribed in the Teacher's Manual, who are the sender and the recipient (Collection A).

In these propositions, representations of roles, suggested as activity, fail to propitiate the account, in which the child assumes roles and constructs shared narratives with their peers and / or in the adult-child interaction. Thus, the symbolic game is deprived of the constitution of a singular repertoire wealth, coming from the concrete experience of the children, from the interaction with the other, from the construction of peer culture that involves the search for answers to the unusual, the possibility of imagining and 'pretending that', not allowing the child to complicate the forms of representation that can be developed.

In summary, the data analyzed here indicate that the collections, although they propose to contemplate games in the pages of the Student Book, bring it in the proposals only in an instrumental view, as a resource for learning related to the areas of knowledge contents.

How do the interactions appear?

As for the interactions, one of the curricular axes in early childhood education, it was possible to verify that this is a subject with little presence in the books. The characteristic of this type of didactic material prevails the logic of individualized activities.

In the student's didactic books, some situations require child-child interactions. Some involve conversations between them, which would be triggered from graphical activities, done previously such as: a) show what you drew to colleagues; b) painting scenes of what he likes to do with his family and talking to colleagues; c) tell colleagues, show and explain their drawing to the class; d) tell colleagues what scene in history they designed; e) participate in conversation.

Here it is noticed that the material brings, although this is not the main objective, an invitation to share the activity carried out by the child with his / her peers. In these situations the LD activity, done individually by the children, precedes the conversation, serving as a support for the subsequent interaction between them. This kind of interaction is quite directed, with restricted possibilities.

In these examples involving drawings made by children, one might even think there was minimal openness to the conversation, since, although the themes of the drawings were predefined, the interpretations made by the children could vary. However, in the following statements, it is evident that there is a greater orientation and restriction of the dialogue between children possibilities: a) showing pictures of their family to their colleagues and saying who are the people portrayed (Collection A); b) number the scenes in the order in which the events take place, and then explain to a colleague what each professional does (Collection C). In the examples, statements, in addition to determining in advance the subject of the conversation, give orders and indications of what should be commented or answered by the children, in an attempt to control subsequent interactions, diminishing the possibility of them freely commenting on the activity.

Other cues for propositions involving conversations with peers with even more specific prior targeting were found in Collections C and B, when proposing, for example, that the child should tell colleagues what he knows in a circle shape and then draw one, or that socialize the cut out pictures of magazines or brochures.

Activities for dialogue without such a definite slogan were rarely found, such as: 'What would you like to be when you grow up?' (Collection C). These could give space for the children's expression,

their references, and their daily activities in the books.

For the most part, in the analyzed collections, pre-determined proposals with established itineraries, indicated partners, and final referrals already determined (such as the resolution of the activity in the book or even the idea that there is a single, true 'response' that must be achieved). Then one might ask: Can such examples be considered illustrative of social interactions in the dimension of the guidelines?

When we try to identify the interactions in the books, we select data from the found indicatives that were closest to what was sought, but without reducing the interactions complexity to the mapped examples. It is based on the idea that child education institutions are collective spaces of life in privileged contexts of interaction, and the recognition that children are also constructors of their learning, socialization and culture processes (Vasconcellos, & Valsiner, 1995). This image of the child corresponds to the idea defended by Dahlberg, Moss and Pence (2003, p. 72) that "[...] learning is not an individual cognitive act performed almost in isolation in the child's head".

Learning is a cooperative and communicative activity in which children construct knowledge, give meaning to the world, together with adults and equally importantly with other children: therefore, we emphasize that the young child as an apprentice is a co-active constructor. Learning is not the transmission of knowledge that leads the child to preordered results, nor is the child a passive recipient and reproducer, a 'poor' child who waits expectantly for the knowledge and enrichment of the adult (Dahlberg et al, 2003, p. 72).

In this way, the interactions do not fit into activities that only have question scripts, elaborated by adults, who already expect certain answers and follow predefined paths. This reflects on the proposals found in books that suggest relationships between peers. In the analyzed data case, it seems that a proposal involving a peer relationship is mostly linked, but this is done by predicting the achievement of objectives related to the learning of predefined contents, to the detriment of the emphasis on the socio-cognitive development of the child, in the social relations, in the human conviviality and in the unpredictability that constitutes it.

The interactions valuation as a context of children's cultures production (Corsaro, 2007b) is also not present in the analyzed material. Although there are suggestions in the Teacher's Manual for games and play to be done in pairs or in groups, the

books have little reference to invitations or to promotion of more free moments of interaction between the pairs.

Concerning the children interaction with other adults, it is understood that the proposals involve predominantly the teacher as an adult partner who presents and organizes the work with the didactic books, determining the activities that must be done, reading the statements, motivating the realization of tasks. Activities with explicit proposals involving family members and school staff were found in Student Books and Teacher Manual, as well as some that offered discussions with seniors and other professionals.

When the content was related to the society axis, it is possible to consider, from the data collection, that in Collections A and C activities predominated, like interviewing employees to know their favorite games and the profession that they play in the school; parents' help to fill out a form with the child's information; dialogue with older people to find out what the houses and transport were like in the past; visitation of a dentist at school, among others.

It should be pointed out that in this article's view these interactions between children and adults in LD are present in activities that assume the role of the adult as informant for the tasks accomplishment by the child. This was evident in the proposition of activities in which the child should discover some historical information, or even to know some data of its context in relation with the most experienced, for example, in the request of help of an acquaintance for the writing of the name of the street and his residence number on the drawing made by him.

It was also evidenced that these proposals, after the field activity, needed to be recorded graphically in the book in different ways by means of drawings or writings. In one of the collections (B), after walking through the school to know who works there, the student must make records with professions and work around in the book the scene that shows the teacher in the classroom; in another (Collection A), the orientation is for the student to draw the person who was interviewed on the tour of the school and tell what he found most interesting in the interview. It is possible to perceive that in this way children's experiences are not taken into account - their social and cognitive learning - and their ways of narrating them, valuing the representation and systematization as moments of learning.

About the interaction with the family, one of the collections (A) has a specific book that accompanies the volumes, with suggestions of activities and

games with family members. In Collection B, a booklet for parents, entitled *How Parents Can Help at Home*, with indications that contribute to the child development, based on language, mathematics and nature society. Again, there are the interactions, the second fundamental axis of preschool education, presented in an instrumental way, linked to the teaching of a social content. The books in this collection inform parents of ways to relate to their children, highlighting information from different areas of knowledge in everyday life, and emphasizing school activities to be carried out within the family, such as 'homework, training, getting ready'. As in the statement: "Show a box of OMO soap powder and ask: what is written?", or the suggestion of observing the presence of geometric forms in everyday life.

With the above data, we can see the presence of proposals that involve interactions between children, adults and family members in textbooks, but the way in which they are characterized follows a restricted function of the term.

Despite the variety of the three collections analyzed, it is reiterated that the book is generally aimed at the individual use of each child. The tasks are presented so that each one can carry them out on their own, and the proposals are already addressed both to the teacher and to them. The central objective of situations involving interactions is not close to the idea expressed in the guidelines of establishing social relations, sharing points of view, discussing, that is, learning as a construction process in which the world meanings are extracted and constructed through the relationship with others.

Final considerations

After the elaboration of this study, with the analysis of the three collections of didactic books, it can be pointed out that the games and the interactions, in the way they are contemplated, are not in agreement with the DCNEI, in which they constitute axes of pedagogical practice in education child. The jokes and situations involving interactions, for the most part, were present in activities articulated to the contents worked in the books units and for the skills development, in propositions that fragmented the knowledge.

It is considered that this may be related to the fact that, although the three collections of didactic analyzed have publications subsequent to the revision of the National Curricular Guidelines for Early Childhood Education, set forth in Resolution n. 5 of 2009 (Resolução n. 5, 2009), all indicated to be based on the 'Referenciais Curriculares Nacionais

de Educação Infantil' (Referencial Curricular Nacional de Educação Infantil, 1998), which guide the organization of the curriculum by areas of knowledge.

The material focus seems to be the anticipation of content learning aimed at developing more and more the academic teaching of children. The sense attributed to playing and interactions is didactic; they appear mainly to favor this purpose, arranged in directed proposals, linked to the teaching of contents and having the book as a support to register the learning.

In predefined proposals, games and interactions do not allow the experience of children, not considering children and their interests, nor prioritizing the construction of spaces and times to play and interact, as indicated by the DCNEI. There is a lack of playing as a cultural and human experience, playing in its playful and unpredictable dimension, interactions involving the construction of shared meanings and contextualized beyond what is prescribed in a didactic material. It is understood that these absences, identified in the LD, are central to early childhood education because they involve learning from orders other than didactic games and pedagogical games.

Ultimately, playing and interacting do not stand in the way of learning, for it is to relate to the world of knowledge and to learn meaningfully, or to understand the world around. Thus, it is necessary to construct collective education spaces that are constituted as playing places, where children can create fantasy worlds, dramatizations, games, scientific research projects, physical constructions, biological experiences, contact with books children's literature, illustrations, verse and prose, etc. This requires other forms of spatial organization, furniture and toys, various materials, and flexible times that favor playful and childish cultures.

By playing and interacting, children constitute their subjectivity, develop narrative arguments, take initiative, play roles, solve problems, live stalls. It is life, in its complexity, that presents itself. But games and interactions as part of the culture require children to think, question, learn, which will scarcely be exhausted in material such as the textbook, which is already ready and leads thought to a single path. The record of experiences, events, reflections, children ideas can and should be documented in images, photos, videos, paper, or children's books as support to their knowledge elaboration processes, such as group collective memory, which leads to multiple ways of thinking.

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