

**LISTEN TO THE CHILD: A REFLECTION ON RESEARCH AND TEACHING IN  
ACADEMIC PRODUCTION**

***OUVIR A CRIANÇA: UMA REFLEXÃO SOBRE PESQUISA E ENSINO NA  
PRODUÇÃO ACADÊMICA***

***ESCUCHAR AL NIÑO: UNA REFLEXIÓN SOBRE LA INVESTIGACIÓN Y LA  
ENSEÑANZA EN LA PRODUCCIÓN ACADÉMICA***



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**ABSTRACT:** This article aims to reflect on listening to children in teaching and research on childhood, characterizing the concepts of children's cultures and peer culture in academic production published between 2015 and 2020 and understanding the potential of research with children for teaching in Early Childhood Education and Elementary Education. Early Childhood Education is most successful when the child is the protagonist of the educational action. A Qualitative, Interpretative, State of the Art study of childhood studies, using Children's cultures and Peer cultures as descriptors, with searches on the CAPES Periodicals platform. From reading the abstracts, thirty-seven articles were selected and, through Content Analysis, five categories of analysis were organized. The results highlight the need for teachers to be researchers of their pedagogical practices and the situations they experience at school, to know how to listen to children in their daily classroom.

**KEYWORDS:** Education and childhood. Search child. Children's cultures. Peer culture.

**RESUMO:** Este artigo objetiva refletir sobre ouvir a criança nas ações de ensino e pesquisa sobre infância, caracterizar os conceitos de culturas infantis e cultura de pares na produção acadêmica publicada entre os anos de 2015 e 2020 e compreender as potencialidades de pesquisas com crianças para o ensino na Educação Infantil e Ensino Fundamental. A Educação na Infância tem maior êxito quando a criança é protagonista da ação educativa. Um estudo Qualitativo, Interpretativista, Estado da Arte dos estudos sobre infância, tendo como descritores culturas Infantis e culturas de Pares, com buscas na plataforma Periódicos CAPES. A partir da leitura dos resumos foram selecionados trinta e sete artigos e por meio da Análise de Conteúdo, organizados cinco categorias de análise. Como resultados destaca-se a necessidade do(a) professor(a) ser pesquisador(a) das suas práticas pedagógicas e das situações que experienciam na escola, de saber ouvir a crianças no cotidiano da sala de aula.

**PALAVRAS-CHAVE:** Educação e infância. Pesquisar criança. Culturas infantis. Cultura de pares.

**RESUMEN:** Este artículo tiene como objetivo reflexionar sobre la escucha de los niños en la enseñanza y la investigación sobre la infancia, caracterizando los conceptos de cultura infantil y cultura de pares en la producción académica publicada entre 2015 y 2020 y comprendiendo el potencial de la investigación con niños para la enseñanza en Educación Infantil y Educación Primaria. La Educación Infantil tiene mayor éxito cuando el niño es el protagonista de la acción educativa. Estudio cualitativo, interpretativo y de última generación de los estudios sobre la infancia, utilizando como descriptores Culturas infantiles y Culturas de pares, con búsquedas en la plataforma de Periódicos CAPES. A partir de la lectura de los resúmenes se seleccionaron treinta y siete artículos y, a través del Análisis de Contenido, se organizaron cinco categorías de análisis. Los resultados resaltan la necesidad de que los docentes sean investigadores de sus prácticas pedagógicas y de las situaciones que viven en la escuela, para saber escuchar a los niños en su vida cotidiana en el aula.

**PALABRAS CLAVE:** Educación e infancia. Búsqueda de niños. Culturas infantiles. Cultura de pares.

## Introduction

### Sapato 36

Eu calço é 37 / Meu pai me dá 36 / Dói, mas no dia seguinte / Aperto meu pé  
outra vez / Eu aperto meu pé outra vez  
Pai eu já tô crescidinho / Pague prá ver, que eu aposto / Vou escolher meu  
sapato / E andar do jeito que eu gosto / E andar do jeito que eu gosto  
Por que cargas d'águas / Você acha que tem o direito / De afogar tudo aquilo  
que eu / Sinto em meu peito  
Você só vai ter o respeito que quer / Na realidade / No dia em que você souber  
respeitar / A minha vontade  
Meu pai / Meu pai  
Pai já tô indo-me embora / Quero partir sem brigar / Pois eu já escolhi meu  
sapato / Que não vai mais me apertar / Que não vai mais me apertar / Que não  
vai mais me apertar  
Por que cargas d'águas / Você acha que tem o direito /  
De afogar tudo aquilo... (Raul Seixas; Cláudio Roberto, 1977).

This text emerged from discussions held within the scope of the Research Methodology discipline in the Specialization Course in Teaching in Early Childhood Education offered by UNEMAT, Juara Campus. Resumed later with the reading of the book “Education in Times of COVID-19: Reflections and Narratives of parents and teachers”, organized by professor. PhD. Dinamara Pereira Machado (2020), which composes 22 texts by various professors from Centro Universitário Uninter. On the occasion, the need for discussions and reflections on Early Childhood Education was highlighted, especially the role of children within this process. When thinking that no one educates anyone, that there is no education without the interest of the student and that education is a set of actions thought out intentionally, based on planning and that all the actions of the teacher/educator are political actions (Freire, 2018), there is a concern with integrating students into understanding the process of participation in the construction of knowledge.

From reading the book *Infância*, by Ramos (1995), which is a narrative about the author's childhood in the first half of the 20th century, the question arises about childhood throughout history and how some discussions about education in childhood contemplate the need to reflect on listening to children in their own spaces and environments at home, in daycare centers and in early childhood and elementary schools, based on analyzes by authors from the Sociology of Childhood, Education and Childhood and History of Childhood, such as Ariès (1981), in the works on Early Childhood Education and Games and Play by Kishimoto (2001) and Brougère (2006).

There was a time when many children needed to stay at home, due to the need for distancing due to the COVID-19 pandemic. This process of distancing has changed society's

perception of schools and teachers. The questions remain: how do children understand school? What role does school play in a child's daily life? And how do children, in their spaces, understand this moment? What do children think about the COVID-19 pandemic? What are the concerns? What do you think about distancing and prevention needs? These are questions that will not be answered within the scope of this work, but are initial elements for a reflection on the importance of listening to children and their conceptions about their life and existence. Therefore, we ask ourselves: What reflections can be made about the act of listening to children in teaching and research activities about childhood and the actions that involve the child themselves? What characterizes the concepts of Children's Cultures, Peer Culture, Education and Childhood and Research with Children?

The general objective of this research is to reflect on the act of listening to children in teaching and research on childhood and more specifically, to characterize the concepts of Children's Cultures, Peer Culture, Education and Childhood and Research with Children in academic production published among years 2015 and 2020, in the CAPES Periodicals database and understand the potential of research with children for teaching actions in Early Childhood Education and Elementary Education.

In order to answer the questions and objectives of the research, it is intended to be based on the Qualitative Approach, according to Gil (2008), based on the assumptions of Interpretative Research, with the research practice being the conception of Professor Researcher just like Bortoni-Ricardo (2008), which values the teacher's action in the classroom and also reflections as an element of continuing education, according to André (1986) and Pimenta (2005) and as a technique the search and analysis of texts in databases, contemplating a study of the State of the Art, as advocated by Romanowski and Ens (2006, p. 41). Therefore, we intend to present some concepts currently used in academic production on research with children, such as: children's cultures, peer culture, as search descriptors.

### **Search child**

The theoretical development proposal to answer the questions of this research is subdivided into Childhood History, Children's Cultures, Peer Cultures, Research with children and Listening to Children. To develop this work, we started from the ideas of Ariès (1981), Abramowicz (2011), Corsaro (2005), Kramer (1996; 2002), Sarmiento (2004; 2007; 2008), Qvortrup (2010), Rosemberg and Freitas (2002), Rosemberg (2006), Rosemberg and Andrade (2007), Rosemberg and Mariano (2010), Vasconcellos and Sarmiento (2007).

The perception is that research that brings the child as the protagonist of both educational action and research has grown; Therefore, the aim is to identify children as the main interlocutors, who tell their narratives or are observed in their spaces and social environments. This perspective arises from the understanding that children are social actors and active subjects in the process of knowledge construction. Therefore, the need to consider that the child socializes not only by adapting and carrying out “internalization, but also a process of appropriation, reinvention and reproduction” (Corsaro, 2011, p. 31, our translation). In this way, starting from what is available to them, they appropriate these elements through their games, drawings, speeches, and other forms of expression, and with this creating new and different meanings for them, which, in turn, produces effects in the “adult world”. They are, then, in the words of Qvortrup (2011, p. 206, our translation), “co-builders of childhood and society”.

## **Methodology**

This qualitative study is based on the assumptions of Interpretative Research, which according to Bortoni-Ricardo (2008) stimulates reflection on pedagogical actions, which presupposes the training of the teacher researcher, who makes his experiences, experiences and pedagogical actions object of research and knowledge production. For Bortoni-Ricardo (2008, p. 48, our translation), the “advantage of the research teacher's work is that it results in a 'practical theory', that is, in knowledge that can influence the teacher's practical actions, allowing the process of action-reflection-action to be operationalized [...]” and it is fundamental, according to Bortoni-Ricardo (2008, p. 41, our translation), “to discover how patterns of social and cultural organization, local and non-local, relate to the activities of specific people when they choose how they will conduct their social action”.

In this sense, the data collection technique was bibliographical research, specifically the State of the Art of childhood studies, with the concepts of Child cultures and Peer cultures as central themes and, in this case, descriptors, constitutive elements for the analysis. Text searches were carried out in the CAPES Periodicals database, with the aim of analyzing research with children found in national production, published between 2015 and 2020. For Romanowski and Ens (2006), “These studies are justified for providing an overview of what has been produced in the area and an order that allows interested parties to understand the evolution of research in the area”.

Therefore, a search was carried out in the CAPES Periodicals database with the following descriptors: children's cultures and peer culture and forty-two articles in Portuguese appeared, produced between the years 2015 and 2020, based on a reading of the abstracts. Thirty-seven articles were selected, as one of the texts does not address children's cultures, but school culture, another is repeated, two are reviews and one is the presentation of a journal. Of these thirty-seven articles, all summaries were read and, through the Content Analysis methodology (Bardin, 1995), keywords were selected in the production of analysis units and subsequent organization into analysis categories.

As recommended by the Content Analysis methodology, the documentary corpus is gathered, in this case, the articles produced between the years 2015 and 2020 on Children's Cultures and/or Peer Culture and which are in the Capes periodical database, to subsequent initial and in-depth readings; selection of units of analysis and creation of categories, so that inferences and synthesis can be produced (Constantino, 2002).

Thus, based on this previous analysis, five categories of analysis were grouped, and texts cannot be classified into more than one category. The categories are arranged as follows: a) Pedagogical Practices and children's actions in Early Childhood Education Schools, with fifteen articles; b) Pedagogical Practices in Elementary School environments, three articles; c) Information and Communication Technologies - ICTs, with nine articles produced, subdivided into the influence of television media on children's cultures, with four articles, use of mobile artifacts and computers by children, three articles and the relationship between videos and films in children's cultures, two articles; d) Children's cultures in non-school spaces, we have five articles; e) Of a theoretical nature, five articles.

For this article, the first four categories will be addressed, as the proposal is to identify academic productions that carried out field research, as the aim is to highlight the constituent elements of teachers' practices and children's actions towards cultural artifacts and symbolic aspects of the material and non-material culture of life in society.

### **Pedagogical practices and children's actions in Early Childhood Education schools**

In the category of Pedagogical Practices in Early Childhood Education environments, which will be analyzed below, fifteen texts were found. According to Bardin (1995, p. 38, our translation), the Content Analysis methodology is configured as “a set of communications analysis techniques that uses systematic and objective procedures for describing the content of messages”. In order to highlight the contents of the fifteen texts under analysis, it was

subdivided into units of analysis, such as: theoretical approaches to the Sociology of Childhood in connection with teacher practices and the need to work with peer culture, interactivity and playfulness; Textbooks and children's books in Early Childhood Education spaces; Racism and social hierarchies in children's cultures in the spaces of early childhood education schools and daycare centers, gender relations in Early Childhood Education and peer culture.

In the text by Nair Correia Salgado Azevedo and Taisa Palma de Souza, entitled "Playing Is a Serious Thing!" - The Contributions of the Sociology of Childhood to the understanding of play in Early Childhood Education", the authors discuss play from the perspective of the Sociology of Childhood, and point to play as a serious thing, and for children it is through play that "notions of rules and behavior are developed and improved, in addition to promoting a broad socialization experience among children". The authors point to the concept of culture as "promoters of moments of play" and state the need to think of "childhood as a generational category with peculiar specificities that need to be considered and recognized in the educational contexts of Early Childhood Education". The researchers conclude on the need to value peer culture, as this is how they build new learning and point out that playfulness is a basic axis "for the production of childhood cultures, in addition to considering play as one of its main elements and of utmost relevance for the development of children in Early Childhood Education" (Azevedo; Souza, 2017, p. 31, our translation).

The article "Interactivity as a Promoter of Playfulness: In search of paths and meanings in Early Childhood Education" written by Denise Watanabe, Tony Aparecido Moreira, José Milton de Lima and Márcia Regina Canhoto de Lima present some results of a master's degree research, carried out in an Early Childhood Education school in a peripheral neighborhood in the West of São Paulo, a qualitative research, based on the Sociology of Childhood and which had as its methodology "action research" and "dialogues with children and teachers" through the techniques of observation and analysis of photos and notes in the field diary, based on the assumption that there was a "lack of understanding and integrating interactivity as an element that promotes playfulness". Its objective was to "deepen knowledge and understanding about social relationships (interactivity) between adults/children, children/adults and children/child peers, with a view to promoting playfulness". The results highlight "that interactivity and playfulness complement each other, since play is not innate, but a cultural element that needs to be taught/learned/recreated" (Watanabe *et al.*, 2016, p. 18, our translation).

The article "The understanding of family relationships by children in play situations in the context of early childhood education" written by Lenira Haddad and Renata da Costa

Maynard presents how children express family relationships when placed in play situations with peers in early childhood education. The researchers reanalyze moments of games imitating family relationships that were recorded and analyzed for writing a master's thesis “which sought to understand the importance of play for the constitution of a child's identity from the perspective of Henri Wallon” and revisit some fragments, as well as pointing out that these selected episodes “reveal that the process of understanding family relationships takes place in the interplay of individual ways of acting, thinking and feeling and the system of beliefs and theories of the symbolic-cultural world and necessarily passes through interactions social relationships with each other” (Haddad; Maynard, 2017, p. 69, our translation).

In the article by Susana Angelin Furlan, José Milton de Lima, Márcia Canhoto de Lima, entitled “Children's cultures: reiterations and conceptions of time in early childhood education”, the result of qualitative ethnographic research in Early Childhood Education classrooms in a city in the countryside of São Paulo, by two teachers and children aged 3 to 4 years old, the objective was to “deepen the knowledge of one of the four axes of childhood cultures: Reiteration, on the investigated teachers’ conceptions of childhood time and also analyze children’s reactions to such positions” (Furlan; Lima; Lima, 2019, p. 81, our translation). Based on the bibliographic reference, which points out different conceptions of time: “Chronos, Kairós and Aión, with Chronos, the time of routines, being what prevails most within the school”. When observing children, researchers consider that a reinvention of time occurs on the part of children, “they create what we call a new understanding of time, the Kaionic, or reiteration, marked by children's subjective way of understanding, playing with hours of the clock, stopping and resuming them whenever they want” (Furlan; Lima; Lima, 2019, p. 81, our translation).

The article by Renata Veiga, Manuela Ferreira entitled “Between Pedagogical Practices and Children's Cultures: Contribution to Understanding Children's Participation in a Kindergarten” based on the Sociology of Childhood and Citizenship Studies and Children's Rights and the ethnographic method with a “group of 22 children between 3-5 years old and their teacher” aims to “understand how children participate in the organization, management and promotion of pedagogical work carried out by the teacher in a Kindergarten (JI) public located in the metropolitan area of Porto, Portugal”. It concludes on the importance of linking pedagogical culture to children's cultures and highlights that “critical reflection on children's participation, on the aspects that hindered them or on the indicators that made them influential, aims to contribute to the co-construction of more democratic everyday lives and, therefore, more respectful of children’s participation rights” (Veiga; Ferreira, 2017, p. 11, our translation).



The article “Valorization of Children's Cultures through Imaginative Play” written by Susana Angelin Furlan, Denise Watanabe, Nathalia Franco Alves and José Milton de Lima based on the Sociology of Childhood based on a qualitative research approach and intervention research methodology, the text is an excerpt from a Scientific Initiation research that found “a lack of knowledge regarding children's imagination” and, from then on, began to “stimulate and expand children's imagination - sometimes latent - through games; of songs; of representations; of imaginary characters (Lipe and Luci) and toys”. The results highlighted by the research were: “greater imaginative expression of children and effective participation of teachers - in all the games and activities proposed by the scholarship researchers” (Furlan; Watanabe; Alves; Lima, 2017, p. 11, our translation).

The article “Science teaching and early childhood education: a study based on interpretative reproduction and childhood culture” written by Thayse Geane Iglesias and Camila Silveira was written based on qualitative microethnographic research using participant observation techniques with data recording in field notes carried out at the “Centro Municipal de Educação Infantil located in Curitiba – Paraná, in a class of children aged 2 to 3 years” and aimed to “analyze how children interpret and integrate knowledge of Natural Sciences, through of their own practices.” Through Content Analysis, the authors established “a priori categories based on the four structuring axes of Childhood Culture, which are: a) Interactivity; b) Playfulness; c) Fantasy of the Real; d) Interaction” (Iglesias; Silveira, 2019, p. 572, our translation). And they recommend that

Children, through playing, reproduce adult activities, such as the step-by-step process of an experiment, and at the same time integrate their expectations, frustrations and interpretations. Interaction is fundamental for the development of scientific thinking, as peers share their experiences and establish dialogues, transforming conclusions already established on a given subject into new questions. Children transpose their doubts into the fantasy of reality, in search of answers, establish connections and elaborate explanations that they consider satisfactory to their questions. Observing the child in their actions allows the teacher to explore these conclusions, instigating curiosity and investigation so that they develop a scientific vision of the real world (Iglesias; Silveira, 2019, p. 572, our translation).

The text entitled “Strategies, negotiations and disputes in a play situation in early childhood education” written by Gabriela Medeiros Nogueira and Eliane Teresinha Peres, with the aim of discussing aspects of childhood, playful culture and peer culture, is characterized as ethnographic research, carried out with a group of pre-school children from an Elementary School in the municipal network of Pelotas-RS. The article analyzed situations of interactions

between children in moments of free play, based on assumptions from the sociology of childhood and references about play, games and education. The authors considered that children have great insight into their actions and their strategies are very well designed with the purpose of achieving their goals. The data indicate that the children “expressed themselves in the classroom every day and experienced peer culture in playful moments”. Therefore, the importance of “knowing the different strategies that children use in free play situations allows us to rethink pedagogical actions” (Nogueira; Peres, 2017, p. 1, our translation).

In this sense, it is important to highlight the importance of the Early Childhood Education teacher observing children and instigating their curiosity. This demands a lot of attention to the actions and games that children develop together with their peers, both in the teacher's actions and propositions in the classroom, as well as in free play.

Therefore, this first topic brought central elements to the reflection on the practices of the Early Childhood Education teacher in the classroom, especially with regard to the needs of children in each age group and also the specificities of each child interacting with peers, teachers and objects specific to their culture.

The Sociology of Childhood is related to teacher practices, peer culture, interactivity and playfulness, especially in the context of Early Childhood Education. This approach highlights the importance of understanding children as active social actors, capable of producing culture and interacting in a playful and social environment. According to Sarmiento (2004; 2007; 2008), the sociology of childhood emphasizes interaction and exchange with peers, communication processes and games as central elements in the construction of children's culture. Furthermore, playfulness is considered a fundamental trait of children's cultures, marked by the peculiar way of social and cultural relationships, being a condition for learning. Cintra (2022) highlights the importance of considering children's cultures in the school context, without subjecting them to an exclusively educational logic, but rather recognizing and valuing the symbolic productions and artifacts typical of a children's culture. According to Cintra (2022, p. 107, our translation), “we cannot excessively transform playful practices in pedagogic ones, failing to allow the child the right to make choices freely, because this fact would be contradictory to any planning that aims to develop their autonomy, which is the essence of the playful.”

Therefore, the Sociology of Childhood offers theoretical and practical support for teachers to understand and act more meaningfully in the context of Early Childhood Education, considering peer cultures, interactivity and children's playfulness.

In the next unit of analysis, three articles are discussed whose themes discuss textbooks and children's books in Early Childhood Education spaces.

The article “Play and interactions in textbooks for Early Childhood Education” by Maria Carmen Silveira Barbosa, Carolina Gobbato and Crisliane Boito analyzes three collections of textbooks for Early Childhood Education and aims to “understand how play and interactions, the axis of the National Curricular Guidelines for Early Childhood Education [...] are included in the teaching material” (Silveira Barbosa; Gobbato ; Boito, 2018, p. 1, our translation). In research with a theoretical foundation in “childhood and play studies” (Silveira Barbosa; Gobbato; Boito, 2018, p. 1, our translation).

Through Content Analysis of the activities proposed in the collections of textbooks and teachers' manuals, they concluded that the collections are impoverished materials because they distance themselves from the propositions of the National Curricular Guidelines for Early Childhood Education, as “play and, in a lesser extent, interactions, despite being present in the teaching material, appear only in directed activities, aimed at teaching strict content and not contextualized, complex, playful, interactive and cognitive experiences” (Silveira Barbosa; Gobbato; Boito, 2018, p. 1, our translation).

The article “The social uses of books in the daily life of Kindergarten” written by Silvani Kempf Bolgenhagen and Manuela Ferreira emerged from a Master's thesis, based on the assumptions of the Sociology of Childhood that considers children as historical social actors and which has its own way of interpreting the world, based on ethnographic research, with the technique of participant observation “with children aged 4-5 in a Kindergarten in the metropolitan area of Porto”, whose objective was “to understand the importance of books in the daily life of Kindergarten, in terms of the uses and relationships that are established through them, whether by adults in their interactions with children; either by children in relation to adults, or by children among themselves”. The study made it possible to consider that “most of the social uses that the educator made of the books i) were aimed at the entire group of children; ii) the frequent use of pedagogical strategies that dialogued with certain aspects of children's cultures”. In relation to children, the authors found that there were “i) individual uses of books, involving handling, leafing through, observation and interpretation of images and exploration of devices and ii) collective uses of books in which their use in the interpretative reproduction of the book stands out telling/reading stories and in playful games” (Bolgenhagen; Ferreira, 2016, p. 3, our translation).

Books serve as important support for a child's development. Handling books, reading not only the letters, but the pictures are important aspects for initiating the practice of reading, typical of the playful culture and the child's imagination. As Soares (2004) recommends, literacy and literacy are two sides of the same coin and need to go together.

Textbooks are important to assist teachers in the teaching and learning process, in planning classes and the actions they will develop throughout the school year. Therefore, it is important to have good materials to make available to teachers.

The next unit of analysis highlights four articles on racism and social hierarchies in children's cultures in the spaces of early childhood education schools and daycare centers and gender relations in Early Childhood Education and peer culture.

The article by Flávio Santiago, entitled "Screams Without Words: Resistance of small black children in the face of racism" seeks to understand, based on ethnographic research and the "theoretical assumptions of the Sociology of Childhood and Social Sciences studies, related to racial relations in Brazil, the violence of the racialization process on the construction of children's cultures". The research was carried out in an Early Childhood Education Center in Campinas with a group of three-year-old children. The author points out "a reproduction of prejudices relating to the racial category and the legitimization of social hierarchies that legitimize inequalities". Furthermore, the author points out the children's perception of "the racism in the pedagogical stances adopted by teachers and make explicit, through different languages, the non-acceptance of the frameworks that fix them in subordinate positions in society" (Santiago, 2015, p. 129, our translation).

The article "Racial Issues for Children: resistance and denunciation of the unsaid" written by Flavia Motta and Claudemir de Paula addresses the effects of an anti-racist education on children's subjectivity and aimed to "identify the aspects arising from Opinion CNE/CP 003/2004, of Law 10,639/2003 in educational practices in early childhood education and discuss how racial issues influence the experience of pedagogical practices in educational spaces aimed at early childhood". The study emerges from research in a daycare center linked to a federal institution in Rio de Janeiro between 2014 and 2016. To carry out the research, the authors start "from the premise that children understand and reinterpret the world in their interactions through culture of peers". And they conclude that although the daycare center analyzed is in compliance with legislation and includes the theme of ethnic-racial relations, they point out the need for "the presence of a technical body aware of anti-racist themes" (Motta; De Paula, 2019, p. 1, our translation).

The article by Peterson da Silva, Tassio da Silva and Daniela Finco entitled “Gender relations, early childhood education and political changes in Brazil: contributions to a state of the art” brings together research on gender relations until 2016, updates a study carried out in 2006 and considers that studies on gender in Early Childhood Education are still sparse, but that “the feminist struggle and gender studies contribute substantially to changes in the daily life of early childhood education and the construction of a non-sexist pedagogy” (Silva; Silva; Finco, 2020, p. 1, our translation).

The text “Representations of feminine and masculine in research with children” by Lutiane Novakowski, Marisa Vorraber Costa and Fabiana de Amorim Marcello is based on research with children aged 4 to 5 who attended a public Early Childhood Education school, “the aim of which was to understand which representations of femininity and masculinity children construct from a very young age” and brought as results that “although children often express understandings – in this case, about gender – linked to an adult-centric vision, the meanings they end up sharing and reproducing contribute to the constitution of their own identities” (Novakowski; Costa; Marcello, 2016, p. 235, our translation).

Studies of racial and gender issues need to be present in the planning of the Early Childhood Education teacher and understanding the actions and reactions of children in the nursery and preschool space are fundamental elements for the teacher can listen to the child in their most diverse needs and tendencies in the adversities they face in their daily lives.

Therefore, it is necessary to understand the different reactions, how to deal with emotions and situations of racial prejudice, symbolic and gender violence that can affect children in the school space and in their social and family daily lives. It is worth highlighting the need for the teacher to be a researcher, according to Bortoni-Ricardo (2008), of their pedagogical practices and the situations they experience in daycare and/or preschool spaces, of knowing how to listen to children in their daily lives in the classroom in their manifestations of affection, fear, control and lack of control of emotions, which may be signs of different situations that may or may not hinder their development and learning in early childhood education spaces. Based on observations, theoretical readings and the relationship between theory and practice, the teacher will have many elements to organize his/her pedagogical intervention and resolve some situations of non-learning, prejudice, violence and children’s difficulties.

## **Pedagogical practices in elementary school environments**

In the category of Pedagogical Practices in Elementary School environments analyzed below, the contents of the three texts under analysis are highlighted, subdivided into two units of analysis, namely: School culture and peer culture and Otherness and social vulnerability.

The text entitled “Childhood and Schooling: the inclusion of children in primary education” by Vanessa Ferraz Almeida Neves, Danusa Munford, Francisco Ângelo Coutinho and Kely Cristina Nogueira Souto accompanied a group of six-year-old children at the beginning of the process of entering Elementary School in an ethnographic research approach, using the technique of participant observation, video recordings and interviews. They considered “school culture as something in constant movement, populated by clashes and contradictions, and in close relationship with the construction of peer culture”. They highlighted essential elements of this insertion, such as: “the daily routine written on the board, concern for the children's physical well-being, care for school artifacts, the teacher's low tone of voice, the conversation circle and the practice of one child helping another” (Neves *et al.*, 2017, p. 345, our translation).

The transition process from Early Childhood Education to Elementary School can be challenging for children, as it involves significant changes, such as entering a new environment, living with new classmates and teachers, and adapting to new routines and work dynamics. This transition demands daily attention from teachers, the pedagogical team and school management, in order to offer support and acceptance during this phase of change and adaptation. The Sociology of Childhood can contribute to alleviating the transition situation from Early Childhood Education to Elementary Education, considering school culture, by offering a broader understanding of children as social and historical subjects, capable of actively participating in their own socialization process and learning. In this sense, attention to adaptation, continuity of care and the child's active emotional participation in the transition process are fundamental aspects to be considered.

In the unit of analysis Alterity and social vulnerability, two articles stand out. One of them, entitled “Generation and social class in the analysis of children's cultures: marks of otherness and inequality” written by Deise Arenhart, is an ethnographic study with children aged four to six in schools from two social groups: “one low-income and resident in a favela and another from an intellectualized upper middle class”. It discusses “how the structural positions of generation and social class are expressed in the childhood cultures of two socially differentiated groups”. Children as research subjects, based on the analyses, “the body appeared

as a resource and expression of the cultures of children who live in the favela and who suffer, at school, dense processes of regulation of interaction, play and language”. On the contrary, in the middle/upper class school there was greater emphasis on play as the main manifestation, “a context in which interactions between peers and playing are more favored” (Arenhart, 2015, p. 193, our translation).

The other article, authored by Ana Paula Vieira e Souza, Francisco Pereira Oliveira and Ana Nivia Santana Alves, entitled “Discourse of Children in Situations of Social Vulnerability between School, Lixão and Child Labor” with the central concern in analyzing the speeches of children about school, landfill and child labor, spaces where they circulate, as they live around the Lixão do Rocha and study at a state school on the outskirts of Bragança Paulista, produced using the conversation circle technique with ten children between seven and ten years old. In this way, the authors characterize “children's cultures produced in the children's universe between school, landfill and child labor” and demonstrate from the data, that the speeches reveal “desires, dreams and perspective of life, about their desires to possess objects, the who think about family and school, the type of work they do at Lixão do Rocha”. The authors demonstrate, through data, that there is “neglect on the part of public authorities in improving the physical structure of the school, in the continued training and qualification of teachers to work in the initial years of Elementary Education” (Souza; Oliveira; Alves, 2018, p. 1, our translation).

In the same way as in Early Childhood Education discussed in the previous section, in Elementary Education it is up to the teacher to understand the different situations in which the child lives, their culture, their choices of music, films, videos and cartoons, readings and games, their collections as pointed out by Rojo (2012). Furthermore, how you express yourself and react to adverse situations. In the previous cases, social inequality, vulnerability and child labor stand out, which is reminiscent of the situation of exclusion that many students experience in public schools, however, through the narratives of these children, one can see the construction of their own culture, experienced and produced among peers. Therefore, the need and attention of teachers to take advantage of this situation of constructions of these subjects to mobilize them for the production of knowledge, as advocated by Freire (2003; 2018) in the books *Pedagogy of the Oppressed* and *Pedagogy of Autonomy*.

## **Information and communication technologies – ICTs**

In the ICTs category, with nine articles produced, subdivided into the following units of analysis: Influence of television media on children's cultures, with four articles; Use of mobile devices and computers by children, three articles; and the relationship between videos and films in children's cultures, two articles.

In the unit of analysis Influence of television media on children's cultures, with four texts. The article by Renata Aparecida Carbone Mizusaki and Cleomar Ferreira Gomes, entitled “Childhoods, children's cultures and the media: between scenes that constitute themselves” discusses the way in which the cultural and social projects proposed for children and childhoods “are crossed by the intricacies of television and comic book media and the influence of these agencies on the relational processes of self-constitution” (Mizusaki; Gomes, 2019, p. 192). From the study, the researchers consider that cultural artifacts aimed at children, in addition to expressing conceptions constructed by adults about children, demarcate children's cultures in dialogue with broader economic, social and cultural ones. The authors consider the school as a space of dispute in which

these childhood identities, experienced in different groups are, at times strengthened by identification with common values, ideas, beliefs and principles, at times conflicting, intolerant and tyrannical with the repulsion of the other conceived as foreign, they are put into perspective, as an expression of increasingly complex social and cultural experiences (Mizusaki; Gomes, 2019, p. 192, our translation).

Ruhena's article Kelber Abrão, Daiane dos Santos Beiersdorf and Daniela Ribeiro Abrantes entitled “The constitution of childhood permeated by the social context, media and toys” addresses the history of toys and childhoods in the configuration of children's cultures and aims to “develop topics linked to the culture of children”, analyzes the child's interaction processes with their toy, the reasons for their choice and emphasizes the advantages and disadvantages of toys, as well as their “uses and types available on the market”. When analyzing the market, it reports “the strategies used by marketing and advertising to attract the large child consumer audience” (Abrão; Beiersdorf; Abrantes, 2015, p. 79, our translation).

The article by Maria Isabel Orofino, entitled “The child's point of view in the debate on communication and consumption” brings a synthesis of qualitative research carried out with children, about their relationship with the media and consumption in today's world and starts from the issue of “potentialities of children’s agency in the face of the seductive appeals of commercial media” to discuss “children’s cultural skills and their point of view”. Theoretically



and methodologically based on “dialogical and participatory methodologies” and the “field of social communication from the perspective of cultural studies, the Latin American theory of mediations and dialogical pedagogy”, it was carried out in an NGO in the center of São Paulo with 25 children, throughout 2013. The research results prove that “children have a repertoire of media textualities, knowing how to distinguish between formats, genres and cultural forms” (Orofino, 2015, p. 369, our translation).

The article by Michelle Brugnera Cruz Cechin and Thaise da Silva, with the title “Princesses in Discourse: Disney character dolls from the perspective of children” is a qualitative research carried out in a public school in Porto Alegre – RS, which heard children about Disney princess dolls, with the aim of “understanding how this group of children approached gender identity and the cultural differences represented by these characters”, as these products seek to establish a model of behavior and gender identity that children should follow “in films, games, books and dolls. When children played with these dolls, they confirmed, challenged and transformed the gender pedagogy taught by these characters, who took on leadership roles in peer-to-peer play in the classroom.” Therefore, the authors consider that, by providing opportunities for play and reflections on and with these toys, this brought “new possibilities for thinking about different ways of subjectivation” (Cechin; Silva, 2015, p. 250, our translation).

Digital culture has significantly influenced children's cultures, changing the ways children play, learn and interact. The discussion about the presence of consumption in productions that integrate children's cultures into digital culture has been a central theme of study (Souza; Santos; Santos, 2024). The relationship between digital culture and children's cultures is a constantly evolving field of study, which requires attention and reflection on the part of educators, researchers and guardians. In this sense, the importance of the teacher identifying the films, forms of consumption and the relationships that children establish with objects arising from consumption typical of digital culture stands out.

The sociology of childhood highlights the need to consider children's cultures and the specificities of childhood when developing educational policies and practices. Digital technologies have an impact on children's playing and impact on children's health, making them essential reflections on how to integrate them in a balanced and healthy way into children's daily lives.

In the second unit of analysis, Use of mobile artifacts and computers by children, the article by Inês Sílvia Vitorino Sampaio, Andrea Pinheiro Paiva Cavalcante and Thinayna

Mendonça Máximo entitled “Peer curation in the online sharing of photos by children” is based on the understanding that the reality of millions of children and adolescents is to be integrated into digital culture and connected to their peers, using mobile media. The research was carried out between 2014 and 2015, at LabGRIM (Childhood, Youth and Media Research Laboratory) at the Federal University of Ceará, a period in which “the relationship between children from Ceará, between 11 and 12 years old, was investigated with these media seeking to identify how they understood the opportunities and risks of their online practices”. Using the focus group interview technique with students from public and private schools in Fortaleza in two groups, the “practice of digital peer curation was identified [...] a practice that has been gaining importance in the digital culture of children and adolescents” (Sampaio; Cavalcante; Máximo, 2019, p. 109, our translation).

The article by Deise Juliana Francisco, Adriana Paula Lourenço da Silva entitled “Child and Technological Appropriation: A case study mediated by the use of computers and tablets” is based on the assumption that “in recent years, technologies have started to transform our way of live and we are increasingly dependent on them. Therefore, technological resources are increasingly participating in children’s routines, whether directly or indirectly.” Children are part of digital culture and make use of digital technology resources at an earlier age every day. The objective of the work was “to address the interaction process of a six-year-old girl with a computer and tablet [...], it is reported how this child interacted with these technological resources during four observation sessions, from a Vygotskian perspective”. This was done through a qualitative approach, outlined by the case study, with data collection techniques such as “observations and at times dialogues guided by a script and at others not, with the child”. The authors point out that before using the *tablet* and computer, the “child already had prior knowledge about these devices and, throughout the research, became increasingly appropriative of information about the usability of these resources, even though they were in the process of initial acquisition of written code” (Francisco; Silva, 2015, p. 277, our translation).

The article by Micaela Ferreira dos Santos Silva, Adriano Pinheiro de Andrade, Magallia Farkath de Paiva Torres and Giovana Carla Cardoso Amorim, with the title “The Games of Children of Yesterday and Today in the Sociocultural Context” is part of a quantitative-qualitative research, using questionnaires as a data collection technique carried out with children and adults from Escola Municipal Paulo Cavalcante de Moura in the municipality of Mossoró/RN, with the objective of “understanding the relationships between traditional games and games that involve the technological apparatus, based on the sociocultural context [...] also,

identify the factors that influence children's play”, based on the studies of Brougère, Kishimoto, Vygotsky, and Piaget and on the assumption that play is characterized as “a concise element that allows child development” (Silva *et al.*, 2017, p. 62, our translation). When analyzing the research data, the authors realized “that no matter the context in which they live, children end up, in some way, playing. The most common games both in the childhood of yesterday's children and in the childhood of today's children are games that are developed collectively”, in addition, they highlight the benefits of games for motor, cognitive, affective, social development, etc., in addition of being “responsible for the propagation of culture, generation to generation, in this aspect residing in the relevance of the theme for education and society” (Silva *et al.*, 2017, p. 62, our translation).

The last unit of analysis in the ICTs category is the relationship between videos and films in children's cultures. The first article, by Marília Milhomem Moscoso Maia and Martina Ahlert, “Where is my friend's house?” analyzes the film of the same name by Iranian director Abbas Kiarostami, addresses the concept of agency and reflects on “how a simple object, a notebook, orchestrates the saga and actions of the character Ahmed in the film.” The authors are inspired by Geertz's (2008) concept of culture “to understand what is considered children's cultures, and [...] compose the categories of analysis for the investigation of this film” (Maia; Ahlert, 2018, p 109, our translation). As they seek to characterize the concept of agency, the authors discuss “children's culture based on child-child, child-adult, child-object and child-space interaction, represented in Kiarostami's fiction. Objects assume a central role in this discussion about childhood in contemporary Iran” (Maia; Ahlert, 2018, p. 109, our translation). As they seek to characterize the concept of agency, the authors discuss “children's culture based on child-child, child-adult, child-object and child-space interaction, represented in Kiarostami's fiction. Objects assume a central role in this discussion about childhood in contemporary Iran” (Maia; Ahlert, 2018, p. 87, our translation).

The second article, entitled “Images, narratives, children's cultures in “Abril despedaçado”: groping for a way of looking”, written by Michele de Freitas Faria de Vasconcelos, Marcos Ribeiro de Melo and Roselusia Teresa de Morais Oliveira covers “some (des)conceptual-methodological paths” to experience a “way of looking at and narrating childhood”. According to the authors, “the bet is on the possibility of cinema producing images, and visibility, which create connections with forces of untimely thought, in an attempt to denaturalize truths about 'childhood' conveyed in (our) time”. The researchers rely on the method of screen ethnography and analyze the film “Abril despedaçado”, and seek to exercise

“an ethics of the alterity of childhood”, groping the “speech and gestures dispersed in the screen-field of the character 'boy'” and, finally, they follow “their political-affective journey of blurring (our) actions, knowledge and powers over children's cultures to mislead human ways of producing relationships with oneself, with the 'other' and with the world” (Vasconcelos; Melo; Oliveira, 2017, p. 67, our translation).

These three units of analysis present us with some possible and necessary elements that the teacher has to develop his/her work in the classroom, facing the universe of information and communication technologies. This teacher's attention to the universe of cyberculture (Lèvy, 2010) and the aspects incorporated into children's cultures, through access to artifacts and interfaces of cyberculture or digital culture, needs to be considered. One of the ways of working incorporating aspects of digital culture is presented in the proposal by Rojo and Moura (2012), the Pedagogy of Multiliteracies.

### **Children's cultures in non-school spaces**

In the category Children's cultures in non-school spaces, with five articles, a discussion is presented on peer culture and children's cultures in different spaces, such as the toy library, street spaces on the transmission line in São Luís, city spaces, in institutional care and recreational experiences in different environments.

The article “Scientific Literacy and Children: Analysis of the potential of a toy library” written by Amanda Cristina Teagno Lopes Marques and Martha Marandino through the observation of three areas of a toy library and their role in promoting scientific literacy (CA) in children. “The analysis was carried out based on the theoretical-methodological tool of indicators and attributes of scientific literacy”. The references used are “about scientific literacy as a process that occurs inside and outside the school and implies the appropriation of elements of scientific culture with a view to social participation”, in addition to discussions about childhood, play/toys based on the Sociology of Childhood and Brougère. “It is concluded that the toy library, by including areas and objects in its space that refer to scientific themes, can contribute to the CA process of children, enabling the rapprochement between children's cultures and elements of scientific culture” (Marques; Marandino, 2019, p. 1, our translation).

Emilene Sousa 's article entitled “Children and transmission lines in São Luís: Methodological perspectives of research on children's representations” revisits “research carried out on the presence of communities in easements of Eletronorte transmission lines in São Luís, to reflect on methodological perspectives in research on children's representations”.

Throughout the research, child protagonism was detected; The research, of an ethnographic nature, was carried out using drawing techniques created by children and informal conversations. “In addition to a methodological analysis, we verified the children's representations about the equipment, the company and the right-of-way, and identified the children's actions supported by these representations” (Sousa, 2019, p. 307, our translation).

The article by Patrícia Oliveira Santana dos Santos and Antonio Luiz da Silva entitled “The City of Adults Occupied by Children: the child's redefinition of urban spaces from Catingueira – Paraíba” aimed to “understand the contribution of children in urban occupation, will be systematized data from some research carried out in Catingueira, Paraíba, over the last decade”. It assumes that cities were made to be plural, but “they are based on an ideology that politically excludes the participation of some generational groups [...] their sociability spaces are constructed adult-centric”. Children occupy and establish their daily social relationships in cities, however, in general “they are not consulted or called into the debates or the primary decisions that involve their lives. Despite this, it is clear that they do not remain passive, but seek to take over many of the adult spaces, giving them new social meanings”. As a result of the research, the authors defend what they call “a democratic agreement in the management of cities, so that they become true spaces of inclusion, not only for children, but for all age groups in the municipality” (Santos; Silva, 2015, p. 1, our translation).

The article by Pedro Paulo Bezerra de Lira and Maria Isabel Pedrosa entitled “Processes of Meaning about Family in Children's Play in Institutional Care” aimed to “scrutinize processes of meaning about family in children's play in institutional care”, with the participation of 24 children aged 3 to 7 years old, who were invited to play family games, with different objects available, in groups of four or five participants in video-recorded sections. From these recordings, six episodes were analyzed, which shows that children “consider different family configurations, explain horizontal and vertical relationships between their members, reaffirm components of these relationships such as obedience, authority and care, as well as experiencing affective exchanges” (Lira; Pedrosa, 2016, p. 1, our translation).

The text “Children's Playful Cultures at School: Between prohibition and creation” written by Nair Correia Salgado de Azevedo and José Milton de Lima presents a study that is part of a Doctoral Thesis that addresses the “production of children's playtime cultures in school context with a focus on play and play” aimed to “describe and interpret playful experiences in different environments” based on qualitative ethnographic research based on the sociology of childhood in which children are the main subjects of the research. Video footage and photos

were used, mostly taken by children, in addition to collective interviews, recording by researchers in logbooks and records in the collective play diary (Azevedo; Lima, 2018, p. 21).

These five articles present studies on listening to children in research and teaching processes in the different sociability spaces in which they circulate and highlight the importance of understanding how children produce their own playful cultures and how these cultures are influenced by these contexts of sociability and interaction with different environments. According to Sarmiento (2004, p. 12, our translation), “childhood cultures express the societal culture in which they are inserted, but they do so in a way that is different from adult cultures, at the same time that they convey specifically childish forms of intelligibility, representation and symbolization of the world”. In relation to the different spaces that children frequent, it is worth highlighting that they are spaces for the construction of knowledge and children's cultures, therefore, they are environments that need to be considered by teachers and researchers because they constitute places and environments for play in that children have greater autonomy and are consolidated as spaces for the production of children's cultures, socialization, and learning.

### **Final remarks**

This article was produced based on the production and dissemination of research on children's cultures and peer culture, and was based on the following questions: what reflections can be made about the act of listening to children in teaching and research activities about childhood and the actions that involve the child himself? What characterize the concepts of Children's Cultures, Peer Culture, Education and Childhood and Research with Children?

Throughout the article, the objectives of reflecting on the act of listening to children in teaching and research on childhood and, more specifically, of characterizing the concepts of Children's Cultures, Peer Culture, Education and Childhood and Research with Children were pursued in academic production published between 2015 and 2020, in the Periódico CAPES database; as well as understanding the potential of research with children for teaching actions in Early Childhood Education and Elementary Education.

Play and learning are part of the child's development process and begin from birth, as the child begins by playing with his or her own body, as Kishimoto (2001, p. 9) points out, “the child's body is his or her first toy.” In Early Childhood Education and in the early years of Elementary School, playing is inherent to the child's development and learning process. One

aspect highlighted by Kishimoto (2001) is language. In addition to body expression, it is also important to highlight that educators need to turn their attention to children's games, as this is how their development, concerns are perceived and interventions are planned. Therefore, according to Kishimoto (2001, p. 9, our translation) “it is necessary that the symbolic activity, responsible for the representations constructed in games and activities, be experienced so that the child can build their language”.

Therefore, it is necessary for teachers to be able to understand the child's expressions, their language in a broad sense: body, verbal and written/iconographic. Actions and reactions to certain situations during games, activities, socializing and relationships with peers. In short, listening to the child is necessary and fundamental for the exercise of education by both parents and teachers.

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