

From Early Childhood Education to the 1st Grade of Elementary School: reflections on the school transition process¹

Da Educação Infantil para o 1º ano do Ensino Fundamental:
reflexões sobre o processo de transição escolar¹

*Michelle de Freitas Bissoli*²

*Sinara Narciso de Lima Aguiar*³

ABSTRACT

This article is a documental and theoretical revision which stems from research which stems from research in Masters in Education, conducted from 2019 to 2021, in the city of Manaus, whose focus was the transition between the Kindergarten Education and the first year of Elementary School. Considering that Federal Laws nº 11.114/2005 and Law nº 11.274/2006 extended the duration of Elementary Education to 9 years in Brazil and, therefore, they made it mandatory for children aged six to enter the first year of this stage of Basic Education, it is necessary to reflect on the organization of pedagogical practices that favor a respectful and coherent transition process with the specificities of the development and learning of young children. Although the legal documents establish that this transition should not happen abruptly, the research data presented in the manuscript show that this issue still deserves to be better discussed and equated.

RESUMO

Este artigo constitui uma revisão teórica e documental e decorre de pesquisa de Mestrado em Educação, realizada entre os anos de 2019 e 2021, na cidade de Manaus, cujo foco foi a transição entre a Educação Infantil e o primeiro ano do Ensino Fundamental. Considerando que as Leis Federais nº. 11.114/2005 e Lei nº. 11.274/2006 ampliaram a duração do Ensino Fundamental para 9 anos no Brasil e, com isso, tornaram obrigatório o ingresso das crianças com seis anos de idade no 1º ano dessa etapa da Educação Básica, é necessário refletir sobre a organização de práticas pedagógicas que favoreçam um processo de transição respeitoso e coerente com as especificidades do desenvolvimento e da aprendizagem das crianças pequenas. Embora os documentos legais estabeleçam que esta transição não deva acontecer de forma abrupta, os dados da pesquisa apresentados no manuscrito evidenciam que essa questão ainda merece ser melhor discutida e equacionada. Tecemos

¹ This article was supported by the Federal University of Amazonas (UFAM), the Amazonas State Research Support Foundation (FAPEAM), and the Coordination for the Improvement of Higher Education Personnel (CAPES).

² Dr. Michelle de Freitas Bissoli, Full Professor at the Federal University of Amazonas. Graduate Program in Education, Brazil. Orcid: <https://orcid.org/0000-0002-2570-4392>.

³ Master Sinara Narciso de Lima Aguiar. Basic Education Teacher for the Municipal and State Department of Education, Amazonas. Orcid: <https://orcid.org/0000-0003-0121-5735>. Email: sinara.lima@seduc.net.

We weave our arguments and considerations based on the Historical-Cultural contribution seeking to reflect on the pedagogical mediations necessary for the transition between preschool and the first year of Elementary School to happen in a way that favors the learning and the omni lateral development of children, avoiding fragmentation and discontinuity between the first stages of Basic Education.

Keywords: School Transition. Kindergarten. Elementary School.

nossas argumentações e considerações com base no aporte Histórico-Cultural, buscando refletir sobre as mediações pedagógicas necessárias para que a transição entre a pré-escola e o primeiro ano do Ensino Fundamental aconteça de forma a favorecer a aprendizagem e o desenvolvimento omnilateral das crianças, evitando a fragmentação e a descontinuidade entre as primeiras etapas da Educação Básica.

Palavras-chave: Transição Escolar. Educação Infantil. Ensino Fundamental

1 Introduction

Experiencing transitions is quite common in people's lives from the earliest years. There are transitions between different stages of human development; career transitions in professional life; transitions caused by changes in housing or location; transitions between home and school; transitions between schools and between school stages. What do the different forms of transition we experience throughout our lives have in common?

The word "transition" comes from the Latin *transitio* and is related to *transire*, which means "to pass" or "to go forward." Therefore, we can infer that every transition process represents a step, a shift, or a change of position. It means movement. All movement occurs between two zones of stability. When we take a step, we leave a state of rest and then return to rest. The step is the transition zone. It is the moment when we need the most balance, after all; for a few moments, we are supported on only one side of our body. Thus, we can say that movement and the search for balance are characteristic of transition processes in general.

In this text, we address a specific moment of transition that marks children's school life. Our focus of reflection is the transition from Early Childhood Education to the first year of Elementary School. This is an important transition between the first two stages of Basic Education and between two stages of development for girls and boys: preschool age and school age (ELKONIN, 1987).

In terms of psychological development, the first year of elementary school corresponds to the transition between two main activities (also called dominant or guiding activities), or between two activities responsible for the greatest leaps in a child's development at each stage (LEONTIEV, 1998): games and playful activities, especially role-playing, which is the activity that most enhances psychological development between the ages of three and six, and study, which develops between the ages of approximately seven and twelve (ELKONIN, 1987). This is a period in which

[...] not only are the child's habits and psychological functions developed (attention, memory, thinking, etc.), but psychological development is based above all on the evolution of the child's behavior and interests, on the changes that occur in the structure that guides their behavior (VYGOTSKI, 2006, p. 12).

The first year of elementary school, therefore, marks a critical moment in child development, when the interests that guided the child's main activity—games and play—change and give rise to new interests capable of mobilizing the new dominant activity—studying. To understand the scope of this statement, we bring in the contributions of Vygotsky (2006, p. 17). Emphasis added) in defining what interests are and the place they occupy in child development. For the author, interests are “[...] *integral dynamic tendencies that determine the structure of our reactions,*” whose content depends more on sociocultural development than on the biological makeup of the individual.

Interests are, therefore, the drivers of children's behavior at each age, and their socio-historical constitution implies that, at the moment of transition from preschool to first grade, children should be monitored and that school can become an object of interest due to the positive meanings it acquires for each of them. This requires that children be respected in their psychological processes and supported by a network of adults who observe them in their uniqueness, who recognize what must be done to minimize the impacts of this transformation on their lives, and who value and care for this process,

understanding its importance so that the first year of elementary school is experienced in a light, playful, and enjoyable way by boys and girls.

When Brazilian children enter elementary school, what characterizes their development is precisely the transformation of their behavior, which culminates in an interest in the knowledge that adults possess, the space for appropriation of which is the school. This is a time when the behavioral structures of the early years of life recede to make room for other, broader structures, or a critical moment when already formed behaviors and interests regress to give way to new interests and behaviors.

Vygotsky (2006) draws an analogy between the transitions that mark the development of children and adolescents and the transformation of a caterpillar into a chrysalis and, later, into a butterfly. The author points out that

In this process of development, faced with qualitative changes in forms and the emergence of new formations, the process itself clearly reveals its complex structure, which consists of processes of extinction, reverse development, or reduction of the old form and processes of birth, formation, and maturation of the new form. The transformation of the chrysalis into a butterfly presupposes both the extinction of the chrysalis and the birth of the butterfly; *all evolution is, at the same time, involution* (VYGOTSKI, 2006, p. 24-25, emphasis added).

In this sense, talking about the transition between early childhood education and the first year of elementary school means addressing a critical moment in child development, which requires care, time, and space. It involves a change in the social position occupied by children in the context in which they live, and this can happen positively, strengthening their interest in school, study, and knowledge, or, on the other hand, negatively, generating anxiety and feelings of failure and not belonging. New psychological abilities evolve, along with greater mastery of language and a broader understanding of oneself and one's position in social groups, while syncretic thought structures, typical of the early years of life, and more self-centered forms of

relationship regress. This denotes major transformations that need to be reflected upon in schools that welcome children in transition.

To address this topic—and based on a theoretical and documentary review conducted as part of our master's research (AGUIAR, 2021)—we have organized our presentation in this text, beginning with some reflections on how the transition between Early Childhood Education and the first year of Elementary School is addressed in official Brazilian documents. We then reflect on the concept of transition and, more specifically, on the moment of children's psychological development when the transition between the first two stages of Basic Education takes place, discussing it from a historical-cultural perspective. We conclude the manuscript by reflecting on the (dis)articulations between Early Childhood Education and Elementary School and their repercussions on school life and children's development.

2 The school transition in official documents

In 2005, Federal Law No. 11,114 was passed in Brazil, making it compulsory for children aged six to enter elementary school. The following year, 2006, Federal Law No. 11,274 was enacted, extending the duration of elementary school to nine years and reaffirming the enrollment of six-year-old children in this stage of basic education.

In 2013, Federal Law No. 12,796 was passed, and from then on, basic education became mandatory from early childhood education (preschool) to high school for children and adolescents aged four to seventeen.

All these changes deepened the debates in the field of education. The fact that children are leaving Early Childhood Education and entering nine years of Elementary School at the age of six has heightened concerns about the transition from Early Childhood Education to Elementary School, which had already been highlighted in the National Curriculum Guidelines for Early Childhood Education since Opinion CNE/CEN No. 20 of 2009. From this perspective, the first year of elementary school is a year of transition that needs to be carefully planned by

everyone involved in the educational process so that it becomes a time of meaningful achievements and learning for children.

Although this transition was not, in fact, a novelty in the school life of Brazilian children, with the mandatory nature of preschool, it has become institutionalized and universalized. This makes it a topic of attention for teachers at both the end of the first and the beginning of the second stage of schooling in our country.

The document *Nine Years of Elementary School: General Guidelines* highlights the need to ensure that the transition from Early Childhood Education to Elementary School happens as smoothly as possible, without causing disruptions and negative impacts on the children's schooling process (BRAZIL, 2004).

This requires that the transition between the first two stages of Basic Education be planned and coordinated by those responsible for organizing pedagogical work and education systems, considering the specificities of children in these two stages of their school life. It is necessary to overcome the understanding that children are only children in Early Childhood Education – even though they do not always have the right to fully enjoy their childhood even at this stage, given the anticipatory schooling practices that have marked Brazilian preschools – which reduces them only to their cognitive aspect when they become elementary school students.

Kramer (2006, p. 811) argues that “[...] children’s needs (to learn and to play) must be met and that in both early childhood education and elementary school we must be able to see, understand, and deal with children as children and not just as students.” The author also recommends that the entry of six-year-old children into elementary school be permeated by dialogue between the two stages. An institutional and pedagogical dialogue, in school, between schools, and between the systems that house the different educational institutions (KRAMER, 2006).

The National Curriculum Reference for Early Childhood Education (RCNEI) (BRAZIL, 1998), a consultative document that has been widely referenced since its publication to discuss Early Childhood Education in public systems, often harming the National Curriculum Guidelines for Early Childhood Education (BRAZIL, 2010), already asserted that

The transition from early childhood education to elementary school represents a significant milestone for children and can cause anxiety and insecurity. Early childhood educators should consider this fact from the beginning of the year, being available and attentive to the questions and attitudes that children may express. Such concerns can be used to carry out projects that involve visits to elementary schools; interviews with teachers and students; and scheduling a day to spend in a first-grade classroom (BRASIL, 1998, p. 84).

We know that when children leave early childhood education and become elementary school students, they encounter situations that are different from those they were used to. When they move on to first grade, they encounter new classmates; the absence of classmates from their previous class; larger classrooms; a rigid routine; sometimes more than one teacher; chairs lined up facing the blackboard; confined spaces; and strict schedules that include little or no time for play. Generally, many letters and numbers are displayed on the walls of the classrooms, and there is excessive pressure for accelerated learning of reading and writing.

The discontinuity between the first two stages of elementary school was discussed by Neves (2010). The study indicated that the transition from early childhood education to elementary school required a series of adaptations for the group of children. The aspects that stood out most in this process were related to routines, cultural artifacts present in the classroom, the process of knowledge construction, and the positions of teachers and children in the two schools, which differed sharply, placing first-year children in situations of restriction in relation to play, participation, and dialogue.

Dias (2014) also found major differences between the practices that characterize the first two stages of Basic Education. The author reports that “the routines of both levels maintained a practically opposite relationship” (DIAS, 2014, p. 164). On the contrary, Heck asserts that this

[...] this transition should be understood and assimilated by everyone involved in the school environment as a unique and enjoyable moment, because the transition should not be considered a difficult change for the child, but rather as a moment to continue their learning, aiming to further strengthen the knowledge already built with family, friends, and in contact with nature (HECK, 2012, p. 6).

Still regarding the presence of the transition issue in official documents, the National Curriculum Guidelines for Early Childhood Education/ *Diretrizes Curriculares Nacionais para a Educação Infantil* - DCNEI (BRAZIL, 2009) establish that:

Art. 11. In the transition to elementary school, the pedagogical proposal must provide ways to ensure continuity in the learning and development process of children, respecting age-specific characteristics, without anticipating content that will be covered in elementary school.

Similarly, the National Curriculum Guidelines for Basic Education (BRASIL, 2013a) stipulate that all stages should adopt the same ethical, political, and aesthetic principles as guidelines for educational policies and pedagogical actions, seeking to ensure continuity between them.

The DCNEI and the National Curriculum Guidelines for Elementary Education/ *Diretrizes Curriculares Nacionais para o Ensino Fundamental* - DCNEF are also similar in terms of the inseparability of educating and caring. The DCNEF states in Article 23 that: Art. 23. In the implementation of the political-pedagogical project, caring and educating, inseparable functions of the school, will result in integrated actions that seek to articulate themselves,

pedagogically, within the institution itself, as well as externally, with support services for educational systems and policies in other areas, to ensure student learning, well-being, and development in all its dimensions.

In addition, Article 29 of the DCNEF highlights the importance of recognizing learning before the child's entry into elementary school, as well as play as a fundamental factor in the quality of the educational process for children, as previously highlighted in the document “Nine years of elementary school: guidelines for the inclusion of six-year-olds” in relation to boys and girls between the ages of six and ten.

More recently, the transition between the stages of Basic Education was also emphasized in the National Common Core Curriculum (Base Nacional Comum Curricular - BNCC):

The transition between these two stages of Basic Education requires careful attention to ensure a balance between the changes introduced, promoting integration and continuity in children's learning processes, respecting their individuality and the different relationships they establish with knowledge, as well as the nature of the mediations at each stage. It is necessary to establish strategies for welcoming and adapting both children and teachers, so that the new stage is built because of what the child knows and is capable of doing, with a view to continuing their educational journey (BRAZIL, 2017, p. 53).

The BNCC also highlights the importance of coordination between the first two stages of Basic Education when it reiterates the provisions of the DCNEI (BRAZIL, 2010) regarding records, in the form of reports or portfolios, considered assessment tools that show the child's progress, learning, and achievements during Early Childhood Education. The importance of these forms of record-keeping for the transition to the first year of Elementary School is also evident in the findings of Batista (2015), for whom the preparation of these documents can contribute to ensuring the continuity of the processes experienced by children in Early Childhood Education and to the “understanding of the school life history of each Elementary School student” (BRAZIL, 2017, p. 53).

Unfortunately, the coordination recommended by official documents is still a challenge that has imposed countless difficulties on the school journey of boys and girls.

3 What is transition: Theoretical aspects

The word transition refers to the separation from something we already knew and, at the same time, leads us to incorporate something new, the unknown. According to Sá (2002, p. 226), “[...] transition incorporates [...] the dimension of the future, the dream, the project, the distant future. Fantasy, belief, and confidence in the quality of what awaits us, which excites and appeals [...]”.

The transition to the new usually requires us to abandon behaviors and routines and leads us to other behaviors and attitudes appropriate to the new context, involving sociological and/or psychological processes.

Thus, it is common for it to be permeated by strong emotions, expectations, and often stress and fear. Sacristán (2007) refers to two types of transition: synchronic transitions and diachronic transitions.

For the author, the first type occurs in our daily lives, in the most informal, most common situations of our daily lives in the family, at work, and in the social environment, and does not require major changes. Diachronic transitions, on the other hand, occur sporadically, such as “[...] those of no return [...] [that] mark the opportunities that open up and close for us“ (SACRISTÁN, 2007, p. 14), linked to “human development and growth” (2007, p. 17) and associated with professional, personal, and developmental stages and moments.

A child's school career is characterized by different moments of synchronic and diachronic transition. However, in this text, it is important to think more carefully about the latter, which occurs between the family and daycare as soon as the child begins their school career; between daycare and preschool, not always within the same institution in our country; and between preschool and elementary school. These are moments when it is necessary to give special support to children so that the transitions are perceived and experienced in a welcoming way, with

confidence in their abilities and in the people around them to face the challenges brought about by the new.

Transition thus represents a moment of passage to a higher level of complexity, which encompasses children's emotional, social, and cognitive development processes, promoting opportunities for participation in new relationships, in other contexts, and a change in the place occupied by the child in the context of which they are a part. It also presupposes the complex task of creating new bonds, breaking with their knowledge of the world and their previous experiences.

According to Pino (2005, p. 31),

The cultural functions that define the human specificity of Homo do not emerge directly from nature by virtue of the natural “laws” that govern organic development, as if they were a mere unfolding of it or the simple product of its maturation. They arise as a result of the child's progressive insertion into the social practices of their cultural environment where, thanks to the mediation of the Other, they acquire their human form, similar to other humans.

This helps us reflect on the fact that the transition processes from preschool to school age are not defined by biological maturation, as common-sense dictates. It is not reaching a certain age that guarantees that children will be ready to enter elementary school and understand the processes involved in schooling. It is not age that makes it easier to break with the familiar and enter the unknown. Adults—especially teachers—need to accompany children in the transition from one cultural environment to another, helping them to learn about and participate in new relationships and assume a new social place.

We need to reflect on the fact that what happens in schools, their temporal, spatial, and pedagogical organization, are social conventions. There is no fixed rule that requires children to behave in a rigid manner at age six because they are in first grade. On the contrary. Welcoming children, their expectations, and the meanings they attribute to the transition is a

fundamental element of the belonging necessary for them to be subjects and not subjects to what is imposed on them.

Thus, if we understand that schooling processes are social, we can deduce two principles from this. The first is that they can and should adapt to the needs of children so that school is a space for interaction with culture and with the Other, capable of mobilizing interests, creating humanizing needs, and having meaning for the subjects that compose it. The second is that moving from one school to another requires the responsible accompaniment of the Other. The Other who takes them and the Other who receives them. Others who understand the child, who lead them to the new, who accompany them, and who represent, in the first year, people who know the child and their processes and who, therefore, become partners so that harmful and unnecessary ruptures do not occur.

The transition to elementary school is a significant moment in the life and development of all children in our culture. The way in which this process is experienced and felt will have a significant influence on other similar moments.

While some children can behave appropriately with their peers and teachers, interacting without apparent conflict with the new contexts presented to them, for others, the transition can be more complex, leading to difficulties at school and in relationships. Everything depends on a complex network of factors and will always depend on it. Therefore, a planned transition can mean minimizing problems and a smooth entry into elementary school.

Transitions and changes, with their continuities and discontinuities, are always opportunities for growth. Hence the importance of ensuring that they occur as a continuation rather than a rupture.

In line with Sim-Sim (2010, p. 113), we believe that

[...] the transition will be smooth if consistency and continuity are encouraged in the pursuit of educational goals, in the organization of curriculum content, in the sharing of school

spaces and times, and, of course, if everyone (professionals, family, and children) gets involved in specific activities for the transition.

Considering the above, it is worth emphasizing the principle that each stage of education and development must be lived to its fullest potential, as a present moment and with value in itself. This requires planning experiences and learning opportunities that allow children to develop their full potential and strengthen their self-esteem, creativity, autonomy, and self-control, creating the conditions for children to experience schooling as subjects of their processes.

4. The child in transition: From play to study

As we pointed out in the introduction to this article, the transition from early childhood education to the first year of elementary school occurs at a time that is also a transition between two stages of children's psychological development. At age six, they are leaving preschool age—which, according to Historical-Cultural Theory, extends to that age—and entering school age, which, from this perspective, begins around age seven.

In this sense, the first year of elementary school, according to the school periodization in our country, still takes place within the so-called preschool age, whose main or dominant activity is notably role-playing. This, in itself, is essential for the transition process to take place respectfully: six-year-olds in the first year continue to develop to their full potential when and because they play.

Historical-Cultural Theory warns us that each period of a child's development is marked by the existence of a need that simultaneously combines the development of children's psychic functions and their insertion into life in society. In this sense, the definition of the main activity—or the one that most enhances the development of the child's personality in each period—is given based on a dynamic that involves the relationships that the child establishes with other people and the relationships that they establish with cultural objects, which differ from era to era and from culture to culture (ELKONIN, 1987).

In the psychological periodization proposed by Historical-Cultural Theory, according to Elkonin (1987, p. 196), there are

[...] periods in which the objectives, motives, and norms of interpersonal relationships predominate and, on this basis, the development of the motivational sphere and needs; on the other hand, periods in which socially elaborated procedures of action with objects predominate and, on this basis, the formation of children's intellectual and cognitive abilities and their technical operational possibilities.

In this sense, each stage of child development consists of two phases. In the first phase, characterized by children's close relationships with other people, needs are formed that are satisfied within human interactions themselves, such as immediately after birth, with the emotional communication that babies establish with their family members and caregivers, and from the age of three, with role-playing games. These are phases that can be represented by the child-other scheme, in which interpersonal relationships are most important for development. The main activities of these periods take place in emotionally nuanced exchanges between adults and children and enable children to appropriate the customs, habits, and values that characterize social life, according to the capacities developing at each moment.

In the second phase, relationships follow a different dynamic, although they are still deeply dependent on the motivational sphere generated by the main activity of the first phase. Based on the motives created by previous interactions with people, children become interested in the cultural world around them and in the operational activities that mark life in society, broadening their understanding of the cultural objects used in human activities. This relationship is predominantly explained by the child-cultural objects scheme. This happens in the second year of life, when the main activity is object manipulation, and at age seven, with the beginning of study activities (ELKONIN, 1987).

It is important to understand, however, that this dynamic involves a shift between activities and not the simple replacement of one by another. According to Pasqualini (2017, p. 78),

[...] the dominant activities in each period of development are surpassed in the transition to the new period, which does not mean that they are eliminated: they are incorporated as achievements of the child's psyche and are reclassified by virtue of the new abilities acquired, reallocating themselves in the hierarchy of children's activities, that is, subordinating themselves to the new dominant activity while providing it with a foundation.

Thus, if each stage of the periodization of the child's psychological development comprises two phases that are organized, first, based on the relationship between the child and the other and, later, between the child and social objects, the motives for the main activities of each stage are formed in the first phase and expanded in the second, incorporating, in the second moment, new capacities and new relationships with the world of cultural objects.

At six years of age, the need to be met by the main or dominant activity is still that of the so-called preschool age and is directly related to the child's experiences in society, with adults, and the activities they carry out in the context in which they live (MARCOLINO, 2017). It is the need to appropriate human relationships, and this happens predominantly through role-playing or make-believe games, in which children experience explicit fictional situations with implicit social rules that define the roles they play, such as playing house, for example, in which the social roles of mother/father and child are very well defined and require appropriate behavior. Over time, when children are closer to the end of preschool age, this appropriation of human relationships also occurs through games with explicit rules, in which fictional situations become implicit, as in disputes in board games, for example.

There is a close motivational relationship between the phase characterized by role-playing games and the phase characterized by study

activities, and it is only when children actually play between the ages of three and six, meeting the need to understand social relationships through make-believe, that they form the necessary foundations to open up to new interests. By appropriating the way social relationships are organized in make-believe, they begin to ask themselves: what do the people who participate in these relationships know about the world?

Thus, we can say that the characteristics of a later period of development begin to show signs of their existence even within the period that precedes it. Children begin to take an interest in school and knowledge while still in preschool. This is because society values the transition to elementary school as a sign of growth. Thus, the dominant activity of the previous period is a source of development for new interests and new psychological abilities.

However, to achieve this, it is necessary to overcome the discourse about growth that represents the transition to first grade. Effective actions that enable a safe transition must take place in preschool and first grade, when child development occurs within a stable zone. Vygotsky (2006, p. 255) explains that In relatively stable ages [such as the period from three to six years], development is mainly due to microscopic changes in the child's personality, which accumulate up to a certain limit and later manifest themselves as a sudden, qualitatively new formation of age.

According to the author, stable ages always precede critical ages, which occur especially at turning points, when the child's entire personality and behavior become entirely new. Critical ages occur around one year of age, at three and seven years of age, and are later followed by the so-called crisis of adolescence. Vygotsky (2006, p. 256) asserts that

The periods mentioned above are distinguished by traits that are opposite to those of stable ages. During these periods, over a relatively short time (several months, one year, two years at most), sudden and fundamental changes and breaks occur in children's personalities. In a very short space of time, the child changes completely, and the basic traits of their personality are modified.

Now, a critical period occurs precisely around the age of seven. According to Leontiev (2004), we can avoid acute developmental crises—in which children come into conflict with those around them and may suffer painful experiences and inner conflicts (VYGOTSKI, 2006)—when, in the process of educating them, we respect their rhythms and the new capacities that are forming, allowing children to change their social position as they can occupy it. According to Facci, “crises show the internal need for stage changes, for the transition from one stage to another, as there is an open contradiction between the child’s way of life and their possibilities that have already surpassed this way of life” (FACCI, 2014, p. 20). It is therefore up to the school to be attentive to these processes and to act intentionally in the school transition and, consequently, in the psychological transition that takes place during this period.

But what change marks the so-called seven-year crisis, which can happen even in the first year of elementary school—the year of school transition that is the object of our reflection? For Vygotsky (2006), it is the possibility that the child understands their experiences in a more global way. This means that seven-year-old boys and girls no longer act spontaneously, as they did in preschool.

In preschool, “[...] children express themselves externally as they are internally [...] internal naivety is revealed in external spontaneity” (VYGOTSKY, 2006, p. 378). Around the age of seven, however,

The loss of spontaneity means that we incorporate into our behavior the intellectual factor that lies between experience and direct action, which is the opposite of the naive and direct action typical of children [minors]. We do not mean to say that, after the crisis of seven years of age, direct, naive, and undifferentiated experiences shift to the opposite extreme; we are saying that, in each experience, in each of its manifestations, a certain intellectual moment appears.

This process of broader understanding of the relationships that occur between the environment and themselves, which marks the experiences of children at around seven years of age, shows that their thinking is undergoing profound change, enabling new relationships with the world and with people.

Anticipating these types of relationships at a time when children can not yet understand them disrespects their rhythms and makes schooling a negative experience, which can generate internal conflicts and ways of perceiving themselves that compromise the development of children's different abilities and self-perception. Pasqualini (2014), based on research by Davidov (2008), it asserts that the activity of study is one in which, based on the teacher's guidance and the times, spaces, and relationships that the teacher organizes, children systematically appropriate the content of developed forms of social consciousness (science, art, philosophy) and the skills necessary to act in these areas of social practice. This is the object of appropriation by elementary school children in schools. This requires children, from an early age, to establish meaningful relationships between their life experiences and historical and cultural heritage through dialogues, investigations, visits, readings, and exercises whose meaning is explicit to them, given the characteristics of their contextualized and global thinking, whose abstraction is still under construction. This becomes possible when the necessary foundations for this learning have been laid since early childhood education through experiences of playing, building, drawing, painting, relating to others and to nature, participating in interactions, and play (BRASIL, 2010).

Given what we have pointed out so far, we note that the educational policy that expanded elementary school and included 6-year-olds in this stage still requires a thorough debate among professionals and researchers in the field. After all, even though they attend first-grade classrooms, they are still, unquestionably, children.

In this sense, the false dichotomy between playing and learning in early childhood education intensifies in the first grade of elementary school, when

children are placed in routine and formal situations of premature abstraction, deprived of the time and space necessary to live their childhoods.

[...] there is an urgent need to incorporate games and playful activities into the first year of elementary school, as this is an inalienable right of children. Furthermore, these activities aid in children's cognitive development and also help them acquire other skills, such as motor skills and social interactions, which are so important at this stage of basic education (MELO, 2019, p. 320).

Marega and Sforini (2011, p. 149) affirm the need for playful and study activities in the organization of first-grade elementary school education to “[...] be intertwined, enriching each other.” The authors emphasize that the way teaching is organized can help prevent or minimize crises, which can be caused precisely by the sudden interruption of play activities when children enter a new stage of schooling.

Final considerations

What can be done in schools to enable coordination between stages, making transitions less abrupt? Marcondes (2012), in line with the studies by Corsaro and Molinari (2005), states that greater proximity between families; integration between the teams that make up early childhood education and elementary schools; visits to the schools or classes that children will be entering; getting to know new teachers; adapting school spaces; reviewing schedules, routines, and timetables; and valuing play as a children's activity to the greatest degree are all necessary aspects. In addition to these, support from the Departments of Education regarding the continuing education of teams that make up early childhood education and elementary schools is essential.

The transition from early childhood education to elementary school is undoubtedly a significant moment in children's lives, marked by insecurities and the need to adapt, which are typical of any new life cycle. Batista (2015) suggests some actions to ensure a respectful transition process that

minimizes conflicts and fosters children's sense of belonging to the new school environment: teachers' knowledge of the content and objectives of both stages; sharing teaching materials between stages; ongoing dialogue with children to clarify doubts and allay fears related to the new stage; organizing reciprocal visits between children and teachers; carrying out joint projects that integrate teachers and children from early childhood education and elementary school; meetings and collective work between teachers and school administrators from both stages. The participation of parents, whether in activities, meetings, or visits, is also an important strategy for involving families in the transition process.

The transition from one context to a new context requires the establishment of information exchange, two-way communication, and mutual trust between the main stakeholders: children, parents, educators, and teachers. This transition is essential and can either facilitate or inhibit the way in which the child may act, live, and learn in primary school (MARCHÃO, 2002, p. 37).

Following this logic, Moss (2011) reiterates the need for dialogue between the two stages of Basic Education and discusses four distinct possibilities.

The first characterizes a relationship of subordination of Early Childhood Education to Elementary Education. “This relationship is the closest to the idea of schooling, making early childhood education services increasingly colonized by compulsory education, and causing them to resort to it to serve their needs and interests” (MOSS, 2011, p. 6).

The second possibility is marked by the distance between the stages, which deny each other. “In this case, the relationship [...] may be marked by suspicion and a certain degree of antagonism, with early childhood education trying to defend itself and its children from what it perceives as a strictly didactic approach to education considered typical of school” (MOSS, 2011, p. 6).

The third alternative consists of preparing elementary school to receive children from early childhood education. This is an attempt at continuity, in

which the school would integrate some practices developed in the previous stage into the practices of the early years, considering the promotion of activities that seek to create a favorable environment for children who are entering the second stage of basic education.

The fourth possibility, defended by Moss (2011) as ideal, is one that would establish a point of pedagogical convergence between the two stages, since both, with different traditions and cultures, produce practices, values, and conceptions that are practically opposite in the observed practice. In this sense, it would be necessary to bring them closer together so that, in a collaborative manner, new concepts, values, and practices could be shared between Early Childhood Education and Elementary School. In other words, the ideal would be to build a partnership and work together on a common project. Moss (2011, p. 9) states that “[...] this relationship, in which neither culture surpasses the other, aims at uniting in a ‘pedagogical convergence point’ to create and implement a common culture that can form the basis of a strong and equal partnership between early childhood education and school.”

If the articulation between Early Childhood Education and Elementary School is a requirement already provided for in official documents, agreement, and dialogue are urgently needed between the subjects who, through their work, bring about the education of children in both stages, whether they are managers, collaborators, teachers, or parents.

The unique characteristics of childhood must be respected in the organization of pedagogical work developed in both the first and second stages of Basic Education so that children's right to a humanizing and comprehensive education is guaranteed.

References

AGUIAR, Sinara Narciso de Lima. *Da educação infantil para o 1º ano do ensino fundamental: reflexões sobre o processo de transição escolar e formação inicial de pedagogos (as) na Universidade Federal do Amazonas*. 2021.

Dissertação (Mestrado em Educação). Universidade Federal do Amazonas, Manaus, AM, 2021. Disponível em:
http://tede.ufam.edu.br/bitstream/tede/8453/5/Dissertação_SinaraAguiar_PGE.pdf.

BATISTA, Tânia Cristina de Paiva. *Do jardim de infância ao 1º CEB – Apoiando a transição*. 2015. Dissertação (Mestrado em Educação). Universidade de Aveiro, Aveiro, 2015. Disponível em:
https://ria.ua.pt/bitstream/10773/16780/1/RE_T%C3%A2nia%20Batista_%20Vers%C3%A3o%20Final.pdf.

BRASIL. *Referencial Curricular Nacional para a Educação Infantil*. Brasília: MEC/SEF, 1998.

BRASIL. Ministério da Educação. Secretaria de Educação Básica. *Ensino fundamental de nove anos: Orientações Gerais*. Brasília, DF, 2004.

BRASIL. Ministério da Educação. *Lei nº 11.114/2005*. Dispõe sobre a obrigatoriedade do início do Ensino Fundamental aos 6 anos de idade. Brasília, DF, 2005.

BRASIL. Ministério da Educação. *Lei nº 11.274/2006*. Dispõe sobre a duração de 9 anos para o Ensino Fundamental e a obrigatoriedade do início do EF aos 6 anos de idade. Brasília, DF, 2006a.

BRASIL. Ministério da Educação. Secretaria de Educação Básica. *Ensino fundamental de nove anos: orientações para a inclusão da criança de seis anos de idade*. Brasília, DF: FNDE, Estação Gráfica, 2006b.

BRASIL. *Resolução CNE/CEB n. 5/2009, de 17 de dezembro de 2009*. Fixa as Diretrizes Curriculares Nacionais para a Educação Infantil, Brasília, 2009.

BRASIL. Ministério da Educação. Secretaria de Educação Básica. *Diretrizes Curriculares Nacionais para a Educação Infantil*. Brasília: MEC, SEB, 2010.

BRASIL. Ministério da Educação. *Diretrizes Curriculares Nacionais Gerais da Educação Básica*. Brasília: MEC, SEB, DICEI, 2013a.

BRASIL. Ministério da Educação. *Lei n° 12.796/2013*. Altera a Lei n° 9394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, para dispor sobre a formação dos profissionais da educação e dar outras providências. Brasília, DF, 2013b.

BRASIL, Ministério da Educação. *Base Nacional Comum Curricular*. Brasília. 2017.

DIAS, Edilamar Borges. *Da educação infantil para o ensino fundamental: Outro espaço, outras experiências? O que dizem as crianças?* 2014. Dissertação (Mestrado em Educação). Universidade da Região de Joinville, Joinville, SC, 2014. Disponível em:
http://univille.edu.br/account/mestradoedu/VirtualDisk.html?action=readFile&file=Edilamar_Borges_Dias.pdf¤t=/Dissertacoes.

ELKONIN, Daniil Borisovich. *Sobre o problema da periodização do desenvolvimento psíquico na infância*. Moscou: Editorial Progresso, 1987.

FACCI, Marilda Gonçalves Dias. A periodização do desenvolvimento psicológico individual na perspectiva de Leontiev, Elkonin e Vigotski. *Cad. Ced. Campinas*, v. 24, n. 62, 2014.

HECK, Cristiane Schevinski. *Educação Infantil e Anos Iniciais do Ensino Fundamental: articulação necessária e possível*. 2012. 52f. Monografia (Licenciatura Plena em Pedagogia), Universidade Regional do Noroeste do Estado do Rio Grande do Sul, Ijuí, 2012. Disponível em:
<https://bibliodigital.unijui.edu.br:8443/xmlui/handle/123456789/1621>.

KRAMER, Sonia. As crianças de 0 a 6 anos nas políticas educacionais no Brasil: educação infantil e é fundamental. *Educação & Sociedade*, Campinas, v. 27, n. 96, p. 797-818, 2006. Edição Especial. Disponível em:
<https://www.scielo.br/j/es/a/Vc4sdh6KwCDyQPvGGY8Tkmn/?format=pdf&lang=pt>.

LEONTIEV, Alexis Nikolaevich. Uma contribuição à teoria do desenvolvimento da psique infantil. In: VIGOTSKII, Lev Semionovitch; LURIA, Alexander Romanovich; LEONTIEV, Alexis Nikolaevich. *Linguagem, Desenvolvimento e Aprendizagem*. São Paulo: Ícone: Edusp, 1998. p. 59-83.

LEONTIEV, Alexis. *O desenvolvimento do psiquismo*. 2. ed. São Paulo: Centauro, 2004.

MARCHÃO, Amélia. Da formação de educadores e professores aos processos de construção e gestão do currículo nas primeiras etapas da educação básica (Educação Pré-escolar, 1º ciclo). *Revista Aprender*, n.º 26., 2002. Disponível em:
https://scholar.google.pt/citations?user=KN_Ms1EAAAAJ&hl=pt-PT.

MARCONDES, Keila Hellem Barbato. *Continuidades e discontinuidades na transição da Educação Infantil para o Ensino Fundamental no contexto de nove anos*. 2012. Tese (Doutorado em Educação), Universidade Estadual Paulista, Araraquara, 2012. Disponível em: <https://repositorio.unesp.br/handle/11449/101554>.

MAREGA, Ágatha Marine Pontes. SFORNI, Marta Sueli de Faria. Processo de desenvolvimento infantil: crises, rupturas e transições. *Revista Praxis Educacional*, Vitória da Conquista, Brasil, 2011. Disponível em: <https://periodicos2.uesb.br/index.php/praxis/article/view/6293>.

MARCOLINO, Suzana. A brincadeira de papéis na escola da infância. In: COSTA, Sinara Almeida da; MELO, Suely Amaral. *Teoria histórico-cultural na educação infantil: conversando com professoras e professores*. Curitiba, PR: CRV, 2017, p. 153-164.

MELO, José Carlos de. A função do lúdico na transição da educação infantil para o primeiro ano do ensino fundamental. *Revista Humanidades e Inovações*, São Paulo, v. 6, n. 15, 2019.

MOSS, Peter. Qual o futuro da relação entre educação infantil e ensino obrigatório? *Cadernos de Pesquisa*. vol. 41. n.º 142, São Paulo, 2011. Disponível em: <https://www.scielo.br/j/cp/a/f8CxtDFPvt9ScKpCP6r5W7P/abstract/?lang=pt>.

NEVES, Vanessa Ferraz Almeida. *Tensões Contemporâneas no processo de passagem da educação infantil para o ensino fundamental: um estudo de caso*. 2010. 271f. Tese (Doutorado em Educação), Universidade Federal de Minas Gerais, Belo Horizonte, 2010. Disponível em: <http://hdl.handle.net/1843/BUOS-8FNP4D>.

PASQUALINI, Juliana C. Contribuições ao debate sobre o problema da preparação para a escola de ensino fundamental na educação infantil. *Teoria e Prática da Educação*, v. 17, 2014. Disponível em: <https://periodicos.uem.br/ojs/index.php/TeorPratEduc/article/view/28211>.

PASQUALINI, Juliana C. A teoria histórico-cultural da periodização do desenvolvimento psíquico como expressão do método materialista dialético. In: MARTINS, Lígia Márcia; ABRANTES, Angelo Antonio; FACCI, Marilda Gonçalves Dias. *Periodização histórico-cultural do desenvolvimento psíquico – do nascimento à velhice*. Campinas, SP: Autores Associados, 2017, p. 63-90.

PINO, Angel. *As marcas do humano: às origens da constituição cultural da criança na perspectiva de Lev S. Vigotski*. São Paulo: Cortez, 2005.

SÁ, Eduardo. *Transições da 1ª infância à adolescência*. Actas do 2º Encontro do Centro Doutor João dos Santos, Lisboa, 2002.

SACRISTÁN, José. *La diversidad de la vida escolar y las transiciones*. Madrid: Morata, 2007.

SIM-SIM, Inês. Pontes, desníveis e sustos na transição entre a educação pré-escolar e o 1º ciclo da educação básica. *1º Encontro Internacional do ensino de Língua Portuguesa*. Actas. I EIELP Lisboa, 2010.

VYGOTSKI, L. S. *Obras Escogidas IV: Psicologia Infantil*. Madrid: A. Machado. Libros, 2006.

Received in July 2022.
Approved in August 2022.