


ADAPTATION AND SOCIALIZATION: INTERFACES BETWEEN FAMILY AND SCHOOL

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ADAPTACIÓN Y SOCIALIZACIÓN: INTERFACES ENTRE FAMILIA Y ESCUELA

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ABSTRACT

Reducing the success of the school adaptation process merely to the absence of crying represents a simplistic view of a complex and ongoing experience. This study proposes a broader analysis of this moment, understanding it as the result of the interaction between the child, the family, the educators, and the educational institution. Given the importance of this phase, especially for young children entering school for the first time or beginning a new educational stage, it is essential that the teacher acts as a mediator in a welcoming, playful, and secure manner. School adaptation is crucial for the child's integral development, requiring sensitivity and preparation from the adults involved. Based on a bibliographic review and qualitative approach, the article explores the historical, pedagogical, and emotional aspects of adaptation, proposing practices that foster positive affective bonds and a smooth transition. The challenges faced by families and children, the role of teachers, and the legal framework underpinning Early Childhood Education in Brazil are also discussed.

Keywords: Adaptation. School. Experience. Interaction. Child.

RESUMO

Reduzir o êxito do processo de adaptação escolar apenas à ausência de choro representa uma visão simplista de uma vivência complexa e contínua. Este estudo propõe uma análise mais ampla desse momento, compreendendo-o como resultado da interação entre a criança, a família, os educadores e a instituição de ensino. Dada a relevância dessa fase, especialmente para crianças pequenas que ingressam na escola pela primeira vez ou iniciam uma nova etapa educacional, é imprescindível que o professor atue como mediador do processo de forma acolhedora, lúdica e segura. A adaptação escolar é essencial para o desenvolvimento integral da criança, exigindo sensibilidade e preparo dos adultos envolvidos. Com base em revisão bibliográfica e abordagem qualitativa, o artigo explora os aspectos históricos, pedagógicos e emocionais da adaptação, propondo práticas que contribuam para vínculos afetivos positivos e uma transição tranquila. São discutidos os

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desafios enfrentados pelas famílias e crianças, o papel dos docentes e os marcos legais que embasam a Educação Infantil no Brasil.

Palavras-chave: Adaptação. Escola. Vivência. Interação. Criança.

RESUMEN

Reducir el éxito del proceso de adaptación escolar a la simple ausencia de llanto representa una visión simplista de una experiencia compleja y continua. Este estudio propone un análisis más amplio de este momento, entendiéndolo como resultado de la interacción entre el niño, la familia, los educadores y la institución educativa. Dada la importancia de esta fase, especialmente para los niños pequeños que ingresan a la escuela por primera vez o comienzan una nueva etapa educativa, es esencial que el docente actúe como mediador en el proceso de forma acogedora, lúdica y segura. La adaptación escolar es esencial para el desarrollo integral del niño, y requiere sensibilidad y preparación por parte de los adultos involucrados. A partir de una revisión bibliográfica y un enfoque cualitativo, el artículo explora los aspectos históricos, pedagógicos y emocionales de la adaptación, proponiendo prácticas que contribuyen al desarrollo de vínculos emocionales positivos y a una transición fluida. El artículo analiza los desafíos que enfrentan las familias y los niños, el rol del docente y los marcos legales que sustentan la Educación Infantil en Brasil.

Palabras clave: Adaptación. Escuela. Experiencia. Interacción. Niño.

1 INTRODUCTION

The process of school adaptation in Early Childhood Education represents an essential stage for the integral development of the child. Upon entering the school environment, they experience a significant break with the family context and become part of a collective space, marked by new routines, rules, affective bonds and unprecedented experiences. "This transition should not be understood as an isolated or exclusively emotional episode, but rather as a multifaceted phenomenon, which involves affective, social, cognitive and institutional aspects." (Balaban, 1998).

The understanding of the school adaptation process has evolved over the years, leaving behind simplistic conceptions that disregarded the complexity involved in this very sensitive stage of child development.

Historically, adaptation has often been reduced to a period delimited by the cessation of crying, as if this manifestation were the only parameter to evaluate the success of the process. This limited view ignores the complexity of the bond that is established between the child, his family members and the institution (Prado, 2003).

It is important to have the clarity of the evidence and the need to consider multiple emotional, social and affective aspects, which directly influence the way the child experiences this moment, recognizing that the establishment of safe and trusting bonds requires time, sensitive listening and intentionally planned pedagogical actions.

As Rappoport (2005) points out: "[...] Entering the daycare center or preschool requires the construction of new forms of coexistence, in which the primary family bond gives way to trust in the new relationships established at school."

It is essential to recognize that the adaptation process does not begin with the child, but with the parents and caregivers. The insertion of the child in a school environment causes changes in the family dynamics and requires a welcoming attitude from the institution, in addition to a sensitive and empathetic performance on the part of the teachers.

When adults show insecurity or anxiety in relation to the new context, these feelings can be perceived by the child, intensifying reactions such as frequent crying, refusal to feed, regressive behaviors or isolation (Rapoport, 2005; Borges; Souza, 2002).

School adaptation must be built through a joint action between family and school. The role of the educator as a mediator is crucial to create a safe, affectionate and playful

environment, which favors the establishment of bonds with colleagues, adults and the school physical space. According to Oliveira (2002): "[...] More than transmitting content, the teacher must welcome the child, respecting their specificities and promoting their integration into the group."

The article aims to understand, in the light of the educational and psychological literature, the process of adaptation in Early Childhood Education, focusing on the formation of bonds, affective mediations and co-responsibility between school and family. Among the specific objectives, the following stand out: to identify the main challenges faced by children during this period, to analyze the factors that favor a healthy transition and to reflect on the organization of daily life and pedagogical and family practices that contribute to child well-being.

Organizing the daily life of children in Kindergarten presupposes thinking that the establishment of a basic sequence of daily activities is, above all, the result of the reading we make of our group of children, based mainly on their needs. (Kaercher; Craidy, 2001, p.67).

History shows that in Early Childhood Education, school adaptation was often treated as a process restricted to time and space previously defined by the institution, and its success was erroneously associated with silence or the absence of crying. However, adaptation is a dynamic journey that involves change, growth, and building new bonds. It does not start with the child, but with their caregivers, because the entry into a new routine affects not only the little ones, but also their families and the school structure and teachers itself, who need to organize themselves to receive the child with responsibility and sensitivity.

It is common for parents to feel insecure about the school's ability to take care of their children, even if they have made this choice consciously. When these feelings are transmitted to children, the adaptation process becomes more difficult and tense. It is essential that both parents and children feel welcomed and safe in the new environment, with the new figures that will become part of the child's life. It is necessary to strengthen in parents the confidence that they have made a good choice by choosing the school and the professionals who work in it. After this initial stage, it is important to make them aware that, due to the demands of contemporary life, it is common for children to spend a good part of the day in the school environment. The school should, therefore, be recognized as a space conducive to the

integral development of the child, covering the affective, social, physical and cognitive aspects.

The way of organizing the work should enable the involvement of children in its construction, which will have different dimensions if we take their age as a reference. With very young children, for example, it is essential to observe their language, which manifests itself through gestures, looks, crying... In the larger ones, it is possible to dialogue and share combinations. The central idea is that the activities planned daily should count on the active participation of the children, guaranteeing them the construction of notions of time and space, enabling them to understand the way social situations are organized and, above all, allowing rich and varied social interactions. (Kaercher; Craidy, 2001, p.67-68).

Insertion in the school environment represents for the child the entry into a broader social universe, in which he will spend a few hours away from the family nucleus. This context requires new socialization skills, such as sharing toys, sharing the educator's attention, and dealing with the presence of different colleagues. Crying in the first days is a common reaction, not always indicative of rejection of the school space, and can express tantrums, insecurity or the attempt to communicate desires.

The main objective of the article is to analyze the process of adaptation of children to school. The achievement of this purpose proposes as a specific goal: to identify the obstacles faced during the adaptation period and to understand how the performance of the school and the family can contribute to making this process lighter and more positive.

Father, mother, siblings, grandparents, neighbors, educators, that is, all those who attend to him, educate him and take care of him must use all possible moments of daily life, such as, for example, the moments of changing, bathing, feeding... to play games with him. When we play John the carpenter, making strange noises by blowing his belly, flexing his legs, walking with him on our feet, playing hide and seek with his covers... We are certainly contributing so that children participate in a more pleasant way in the life of their kindergarten, in the life of their home. (Kaercher; Craidy, 2001, p.104).

To believe that the absence of crying represents success in the adaptation process is to ignore the multiple dimensions involved in this phase. The teacher's role as a mediator, in a playful, safe and pleasurable way, is fundamental, especially for young children in their first contact with the school environment or in transitions to new stages of schooling. Likewise, it is essential that parents see this moment as an opportunity for growth and not as a merely obligatory or painful experience.

The first days of school are, for the child, marked by novelties that generate anxiety and fear. Separation from home and temporary separation from parents represent a great leap towards independence, requiring emotional maturity. It is essential that parents and educators understand the importance of this moment and contribute, with positive attitudes, so that the child has a healthy school experience, without trauma.

Early Childhood Education is a crucial phase for socialization. Games and playful activities favor the child's contact with the world, stimulating the acquisition of knowledge, the expression of feelings and the construction of symbolic representations about their daily lives. Entering school can generate anxiety not only in children, but also in parents and teachers, as it marks the first contact with a group of people outside the family nucleus. Therefore, it is common for the child to cry in the first few days, manifesting feelings of abandonment and anguish in the face of the separation.

Children's reactions during this period are varied and may involve changes in appetite, regressive behaviors (such as urinating on clothes), episodes of illness or dependence on affective objects, such as toys or cloths. The younger the child, the greater the chances of difficulty in separation. The calm posture of the parents transmits security to the child, making the separation more natural. Even if the child cries in the presence of his parents, he often adapts quickly to the school environment and starts to show joy when interacting with his peers.

In the adaptation period, parents can stay in the room for a few moments, until the child acquires a little confidence in that new environment and in the people who are there. Little by little, it will no longer be necessary for the mother or father to stay all the time in the child's room, and can wait in the next room, for example. However, you should not lie to the child, saying that you will stay outside, if the intention is really to leave. The kindergarten should not encourage the "escapes" of the parents, because the child should be informed that they need to go out to work, but that they will come back later to pick him up. Leaving without the child noticing is not the most appropriate behavior, as he needs to feel safe in relation to adults, having confidence that he will not be deceived. (Kaercher; Craidy, 2001, p.33).

It is essential to prepare the child for the new routine with positive speeches, such as: "At school you will play, make new friends, draw, go to the playground". Encouraging the child to share their school experiences at home strengthens bonds with parents and provides more security. Showing interest in what the child experienced at school is a form of affective presence, even when the parents are not physically with him.

The article has a bibliographic character and a qualitative approach, based on scientific studies that discuss the theme. Its relevance lies in the contribution to the improvement of pedagogical practices and the strengthening of the bond between school and family, essential elements for the success of the child adaptation process.

2 HUMAN DEVELOPMENT

The conception of childhood as a distinct and significant stage of human development is the result of a relatively recent historical and social process. For a long time, children were perceived as small adults, and their education was primarily focused on moralization and the imposition of disciplinary norms. The construction of the contemporary concept of childhood and, consequently, of Early Childhood Education, has been shaped by different philosophical and pedagogical currents throughout the history of education.

For a long time, the education of the child was considered a responsibility of the families or the social group to which he belonged. It was with the adults and other children with whom he lived that the child learned to become a member of this group, to participate in the traditions that were important to him and to master the knowledge that was necessary for his material survival and to face the demands of adult life. For a good period in the history of humanity, there was no institution responsible for sharing this responsibility for the child with his parents and with the community of which they were a part. This allows us to say that early childhood education, as we know it today, carried out in a complementary way to the family, is a very recent fact. It has not always occurred in the same way, so it has a history. (Kaercher; Craidy, 2001, p.13).

Plato was one of the first to reflect on the education of children, understanding it as preparation for citizenship. "[...] this responsibility fell essentially on the family, with the aim of forming obedient and virtuous citizens (Prado, 2003)."

The view emphasizes the central role of the family in the initial formation of the individual, attributing to it the mission of shaping values and behaviors essential for social coexistence. Over time, the role of formal education has gained relevance, expanding responsibilities beyond the family environment and recognizing the school as a fundamental space for the full development of citizenship and social ethics.

In the seventeenth century, Johann Amos Comenius introduced a new perspective in his work *School of Childhood*, recognizing childhood as a natural and important phase of human life. For him, the educational process should respect the child's rhythm, valuing their affective and concrete experiences. Elements such as playing, health care, sleep and food

were fundamental for a balanced childhood. "Although their ideas were innovative, they faced resistance in the face of an educational model still centered on punishment and rigidity." (Oliveira, 2002, p.280).

History shows that several conceptions about childhood and children's education were developed, reflecting social, cultural and philosophical changes that influenced pedagogical practices. The understanding of the child as a unique subject, with its own characteristics and needs, was an essential milestone for the construction of educational approaches that are more sensitive and appropriate to this stage of development.

In the eighteenth century, Jean-Jacques Rousseau, through his work *Emile, or On Education*, made a fundamental contribution by stating that the child should not be treated as a miniature adult, but as a developing being, with its own times and needs. Later, in the nineteenth century, Friedrich Froebel, influenced by this view, reinforced the importance of the educator's role as a mediator of child development, by proposing that learning occurs through the active interaction of the child with the environment: "the educator should act as a guide, promoting learning through direct interaction with the environment" (Froebel, 2001, p. 45).

Continuing this line of thought that values the integral development of the child, Johann Heinrich Pestalozzi further highlighted the affective dimension in the educational process.

Influenced by Rousseau, Johann Heinrich Pestalozzi proposed an education that integrated affection with cognitive development. He believed that learning began from the first moments of life, from perceptions and concrete experiences. Pestalozzi highlighted the importance of teacher training and public education as forms of social transformation (Weil, 1998, p.165).

Pestalozzi's thought broadened the focus of education beyond content, emphasizing the need for an educational environment that welcomes and respects the specificities of the child, promoting their integral formation.

The renowned thinker, Friedrich Froebel elaborated a pedagogical proposal aimed specifically at childhood. Creator of the Kindergartens, Froebel compared the child to a seed that needs favorable conditions to flourish. He defended: "[...] play as the child's natural language and saw the educator as a facilitator of the child's contact with the world, in a creative and free way." (Froebel, 2001, p.200).

The construction of Early Childhood Education in Brazil reflects a historical process marked by international influences and adaptations to the cultural and social specificities of

the country. From the twentieth century onwards, with the strengthening of progressive ideas and the appreciation of the integral development of children, Brazil began to formalize educational practices that sought to break with traditional models and promote a more humanized and child-centered education.

In Brazil, the formalization of Early Childhood Education began in the twentieth century, strongly influenced by the progressive ideas of the New School, coming from Europe and the United States. Names such as Anísio Teixeira, Lourenço Filho and Heloísa Marinho played a fundamental role in the introduction of these principles in the country. The first institution recognized as a Kindergarten was founded in 1909, in Rio de Janeiro. In 1949, Heloísa Marinho created a course for the training of preschool teachers and developed the Natural Method of Literacy, which prioritized children's experiences and language as the basis for learning (Oliveira, 2002, p.20).

Despite these advances, Brazilian Early Childhood Education remained, for decades, with an essentially welfare function, more focused on basic care than on the educational process itself. Only with the promulgation of the 1988 Constitution and LDB No. 9,394/1996, Early Childhood Education began to be recognized as the first stage of Basic Education, guaranteed to all children between 0 and 5 years old.

The National Curriculum Guidelines for Early Childhood Education (BRASIL, 2009) reaffirm that care at this stage should occur in daycare centers and preschools, with pedagogical practices that integrate care and education in an inseparable way, respecting the integral development of the child. The current conception understands the child as a social, historical subject and bearer of rights, capable of producing culture and knowledge from the first years of life.

The trajectory of Early Childhood Education reveals, therefore, a construction permeated by conceptual and political disputes, in which the child is progressively recognized as an active agent of his learning. The strengthening of public policies and the improvement of pedagogical practices have contributed to this educational stage being increasingly valued in its specificity.

Considering that we live in cultural and historical contexts in permanent transformation, we can also include the idea that children also participate in this transformation and, in this process, they also end up transformed by the experiences they live in this extremely dynamic world. Therefore, I think it is extremely important to realize that the changes that occur with the child, throughout childhood, are very important and that some of them will never be repeated. Because of this, I consider it more relevant to

defend the right of the child to his childhood, which has been denied to many of them. (Kaercher; Craidy, 2001, p.21).

Adapting to school represents one of the first major challenges for children in Early Childhood Education. This phase is marked by significant changes in routine, affective bonds and in the living environment, being experienced in a unique way by each child and their family. "It is a continuous process that requires time, sensitive listening and acceptance." (Balaban, 1998, p.125).

The understanding reinforces the importance of educators and family members being attentive to the individual needs of children, offering a welcoming and safe environment so that they can gradually develop confidence and autonomy. Pedagogical strategies that value dialogue, structured routine, and family participation contribute significantly to the success of this adaptation process, minimizing anxieties and promoting the child's emotional well-being during this crucial transition.

As Rappoport (2005, p.88) points out, "[...] Entering daycare or preschool represents a double separation: from the family and from the family environment." This transition can cause insecurity, fear, and anxiety, often manifested through regressive behaviors such as persistent crying, refusal to eat, dependence on objects, or recurrent illnesses. However, these reactions are understood as a natural part of the process of achieving autonomy.

In the process of adapting to school, it is common for children to express discomfort and insecurity in the face of changes and separation from family members. These manifestations, which can include crying and resistance behaviors, are often misinterpreted as signs of failure to adapt. However, it is essential to understand that such reactions are part of the natural coping mechanism of these new experiences.

According to Oliveira (2002, p.280), "[...] The children's crying and resistance reactions do not necessarily indicate that the adaptation process is failing, but rather represent legitimate forms of expression in the face of new situations." The idea that the child needs to "stop crying" to be adapted is a simplistic and outdated view, which does not recognize the complexity of the emotions involved in this moment.

It is essential to understand that adaptation requires a joint effort from the school, the pedagogical team and, especially, the family. Creating a welcoming, safe, and affective environment contributes to the construction of positive bonds and the development of a sense of belonging. As Borges and Souza (2002, p.150) point out, "[...] Successful adaptation does

not mean the absence of conflicts, but rather the ability to deal with them with support and sensitivity."

The school plays a fundamental role in this process, and must be attentive, plan carefully and be flexible to meet the particular needs of each child. Establishing a stable routine, combined with the affectionate presence of educators and respect for each student's individual time, is crucial for the child to feel safe and welcomed.

According to Balaban (1998, p.125), "[...] The educator must act as an attentive mediator, capable of welcoming not only the child, but also the parents, who often arrive at the school environment anxious and insecure." This anxiety of adults can be transmitted to children, making it difficult to build bonds with the new environment.

In recent decades, early childhood education has come to occupy a central role in public policies and social practices, reflecting significant transformations in the family structure and in the role of women in society. The growing demand for spaces that meet the needs of young children and their families evidences a new understanding of childhood and the educational function of these institutions.

[...] Early childhood education institutions are now indispensable in society. They are both the result of a modern way of seeing the child subject and the solution to a problem of social administration, created from new forms of family organization and women's participation in society and in the world of work. (Kaercher; Craidy, 2001, p.21).

Institutions must plan their adaptation process, with new forms of organization, considering their sociocultural reality, the profile of the families served and the training of the professionals involved. This phase cannot be left to chance. The team needs to be prepared to deal with the diversity of behaviors and respect the rhythm of each child. As Borges and Souza (2002, p. 150) state: "[...] To imagine that the success of the adaptation is in the absence of crying is to underestimate a situation that extends beyond this moment".

The physical environment, the pedagogical resources, the time the child spends in school and the relationship between educator and child are essential elements to ensure a positive experience in adaptation. According to the National Curriculum Guidelines for Early Childhood Education (Brasil, 2009, p.50), "[...] It is up to the school to ensure a space where care and education are integrated, respecting the child's right to learning, playing and living together."

The family has a decisive influence on the success of this process. The way parents face the separation, the security they transmit to the child and their involvement with the school, are decisive.

Rappoport (2005, p.88) points out that: "[...] Parents need to show confidence in the choice of school, avoiding traumatic goodbyes or contradictory attitudes, such as promising to stay and then sneaking out." The behaviors cause insecurity and anxiety in children, making it difficult to create bonds with educators.

The presence of a trusted caregiver during the first few days is recommended, especially for babies and young children. This presence should be reduced gradually, allowing the child to feel safe to explore the new space. Rizzo (1984, p.190) emphasizes that: "[...] The participation of the mother (or the main caregiver) is indispensable at the beginning, but it is equally important that this adult is prepared to move away safely and affectionately."

The daily life of Early Childhood Education institutions requires professionals to promote a coexistence based on respect, equity and appreciation of diversity. This ethical and pedagogical posture reflects directly on the emotional and social development of children, who learn through the examples and interactions they experience.

[...] The Early Childhood Education professional must treat all of them with equal distinction. This implies not praising only one child (the nicest, the most fragrant, for example), to the detriment of the others, who may feel rejected if they do not receive the same treatment. Attention and praise should be given to everyone, regardless of the color of their skin, their social status, whether they are girls or boys, whether they have this or that religious creed or even if they belong to a certain family. Adults should also avoid any speech or action that may give rise to prejudiced or discriminatory attitudes towards people or groups. (Kaercher; Craidy, 2001, p.32).

Valuing diversity should, therefore, be a guiding principle of pedagogical practice, contributing to the construction of an inclusive, welcoming environment that promotes social justice from the first years of life.

Parents should talk to the child about what he will find at school, introduce the teachers, classmates and the activities he will carry out. Participating in the school routine, attending meetings, maintaining dialogue with educators and showing interest in the child's experiences are actions that strengthen the partnership between family and school, facilitating a smoother adaptation.

According to Weil (1998, p.165), "[...] The choice of educational institution directly influences the success of the children's adaptation process." Disorganized environments,

with a high turnover of professionals or with inadequate pedagogical practices, can cause insecurity and emotional instability in the little ones. It is essential that the family gets to know the school before enrolling, evaluating the qualification of the educators, the available infrastructure, the materials used and the pedagogical proposal adopted.

Horn and Dornelles (apud Ávila and Xavier, 1998), "[...]emphasize that the child needs stability to build lasting affective bonds." Constant changes of caregivers or school can harm the child's emotional and social development. Therefore, it is up to parents to ensure that the chosen school environment is aligned with the values of respect, listening and welcoming children.

According to Prado (2003, p. 11), the first ideas about preschool education are found in the writings of Plato, who saw education as an exclusive task of the home, aimed at preparing the child for citizenship and school life. From this perspective, early childhood education had an essentially disciplinary character.

Between 1592 and 1670, Comenius, in his work "School of Childhood", was one of the first to recognize childhood as a natural stage of human development, highlighting the importance of affective, concrete experiences and the interests of the child in the planning of the preschool curriculum. He also valued essential aspects for healthy growth, such as health, sleep, food, and contact with nature. However, his innovative ideas were little accepted at a time when education was predominantly punitive and focused on the formation of the child according to strict adult standards.

Although far from the current objectives, the emergence of pre-school assistance dates back to the eighteenth century, when a system was created to take care of the children of women who worked outside the home. These children were crammed into kitchens or bedrooms, under the supervision of a lay guardian, usually a housewife, these places were known as "refuges".

In 1770, in France, Oberlin founded the "Écoles à Tricoter", which catered to the children of workers. At the beginning of the nineteenth century, Robert Owen, close to the London factories, established the so-called "asylum classes". Later, in 1848, these classes were replaced by the Nursery School.

In France, in 1847, institutions concerned with the training of professionals for child care emerged, such as the "Maison d'Études". However, these initiatives were still far from the studies and practices aimed at the integral education of children.

In fact, the true pioneers and formulators of the objectives of pre-school education were Rousseau, as a precursor, Pestalozzi and, finally, Froebel, creator of the "Kindergartens" (Kindergartens). Rousseau saw childhood as a preparation for the adult that the child would become. For him, education had a guiding role, making the child reflect on his future formation as an adult.

Pestalozzi, influenced by Rousseau's "Emile", argued that true education is to teach the child to live and exercise freedom. He believed that education had the power to transform individuals and society. He defended public education and maintained that learning begins from birth, demystifying the idea that childhood is just a time of waiting for adult life. For Pestalozzi, education must start from concrete objectives, practical actions and real emotional experiences. He was one of the first to value teacher training and to consider education as a science. For Rousseau, "[...]Nature wants children to be children before they are men." (Rousseau, 2004, p. 82), that is, each stage of life has

but it is through childhood that the basis for the adult that the child will become is built. Education should not hasten this process, but rather lead the child gradually to reflection, freedom and reason, respecting his time and needs.

No one has relied as much on the power of education to improve the individual and society as Pestalozzi.

Froebel also stands out as a pivotal figure in modern education, although his ideas have been both admired and challenged for his innovation. He reformulated pedagogy inspired by the love of children and nature. The core of its pedagogical proposal is the free activity and freedom of the child.

In 1837, Froebel (2001, p. 23) founded the first Kindergarten, the "Kindergartens", based on the conviction that the first years of life are decisive for human development. He likened the child to a seed that contains all the genetic potential to grow and develop fully, as long as it is cultivated with care and exposed to a favorable environment. For Froebel, the educator must act as the maternal intuition that encourages the child to explore the world, but that is ready to support him with affection and protection when necessary, a combination of affection and trust, a love that stimulates the child's growth.

Children need to learn that feelings are legitimate: the positive, the negative, the ambivalent. Never tell a frightened child that there is nothing he should be afraid of. This will increase your fear. The greatest fear that a child experiences is that of no longer being loved and abandoned. Some are very scared even when they return from

school and do not find their parents at home. It is convenient to leave a message, saying where they went. The child will be temporarily relieved of his anxiety. (Moretto; Mansur, 2000, p.112).

Froebel's work had a philosophical, experimental and very theoretical character. In Brazil, figures such as Anísio Teixeira, Lourenço Filho and Heloísa Marinho, influenced by John Dewey at the University of Chicago, were responsible for the introduction of the New School in the country, still in the twentieth century.

The first official experience of Kindergarten in Brazil dates back to 1909, with Jardim Campos Sales, in Rio de Janeiro. In 1949, Heloísa Marinho, at the Institute of Education of Rio de Janeiro, created the training course for pre-school teachers, a tradition maintained to this day, and also developed the Natural Method of Literacy. "Froebel is responsible for the basis of the Western philosophy of early childhood education." (Prado, 2003, p.12).

Currently, most people start their school career in Early Childhood Education, which already includes daycare centers and stimulation programs, being an integral part of a continuous process of lifelong education. The contemporary concept is that of permanent education, which accompanies the individual in different phases, seeking his integral development. Early schooling meets both the physical, social, intellectual and emotional needs of the child and the demands of society for greater organization and efficiency in early childhood education.

In Brazil and in many other countries, Early Childhood Education was initially linked to religious and philanthropic practices focused more on care than on formal education, without a systematized curriculum. Despite this, Early Childhood Education has been gaining space and recognition. Currently, in the Brazilian educational system, it is the first stage of Basic Education, guaranteed by the Federal Constitution of 1988 and by the Law of Guidelines and Bases of National Education of 1996, ensuring the right to education from birth. However, there are still challenges, such as the shortage of vacancies to meet the growing demand.

The National Curriculum Guidelines for Early Childhood Education define this stage as offered in daycare centers and preschools, which are public or private institutional spaces, regulated and supervised, where children from 0 to 5 years of age are cared for and educated on a full-time or part-time basis (Brasil, 2009).

According to the National Common Curriculum Base (2017, p. 36):

[...] in Early Childhood Education, the learning and development of young children occur in interactions and play, in a welcoming, safe educational environment, rich in possibilities of experiences, in which children feel challenged to explore the world, to live with others, to build their personal and cultural identity and to actively participate in their learning process.

The BNCC emphasizes that the Early Childhood Education curriculum must respect the specificities of childhood, considering children as historical, social and cultural subjects, with the right to protection, care, education and community life. Early Childhood Education goes far beyond a space for recreation or improvised care; It requires qualified professionals and pedagogical proposals based on epistemological bases that underpin daily practices.

Historically, entry into school only took place from Elementary School, but today Early Childhood Education is considered a fundamental stage in the formation of the individual, although it has been neglected for centuries.

In Brazil, until the mid-nineteenth century, institutionalized care of young children was almost nonexistent, especially outside the family environment. "In rural areas, families sheltered orphans and abandoned, often victims of social violence, while in the cities there were "refuges" and "circles of the exposed" to welcome abandoned babies." (Oliveira, 2002, p.255).

Despite the historical difficulties, Early Childhood Education in the country has advanced significantly, recognizing its importance for the learning and development of the child.

Adapting to the school environment is a fundamental moment that involves the encounter with the new, bringing fear and expectation to both the child and the family. This process has never been treated in a simple or linear way; It involves changes, challenges and the gradual construction of affective bonds between the child, the family and the school. Adaptation is not just the end of crying; It is a process of acceptance and integration that can take time and requires understanding and patience on the part of educators and family members.

During the adaptation, the child learns to live with new rules, share space and attention, interact with other children and adults in addition to the family, facing complex feelings such as anxiety and insecurity. However, "[...] This stage is crucial for the development of the child's autonomy and independence." (Balaban, 1988, p.125).

For the adaptation process to be positive, it is necessary for the school to offer a welcoming, safe and stimulating environment, with professionals prepared to deal with the diversity of individual behaviors and rhythms.

The active participation of parents is also essential: the way they conduct the separation, the support they offer and the involvement with the school routine directly influence the child's experience.

Rappoport (2005) emphasizes the importance of parents being present at the beginning, avoiding abrupt goodbyes or sneaky exits, as this can generate distrust and hinder the formation of bonds with the school.

The active participation of parents in the adaptation process is essential to establish a secure base for the child. The presence of those responsible, especially at the beginning, strengthens affective bonds and creates an environment of trust, reducing the anxiety caused by separation. Trust must also extend to educators and the institution itself, since the conscious choice of the appropriate place for the child directly reflects on the quality of the adaptation process.

The trust of parents in educators, as well as the conscious choice of the institution, is a decisive factor for the quality of adaptation. "Organized environments, with a stable team and an adequate pedagogical proposal favor the child's emotional balance." (Weil, 1998).

Before enrolling, it is recommended that parents get to know the school, evaluate the training of teachers, the physical space, the pedagogical resources and the planning of the adaptation period.

Frequent contact between family and school, with participation in meetings and exchange of information, strengthens the partnership and facilitates adaptation.

Early Childhood Education is a fundamental stage for human development, which requires care, love, theoretical knowledge and qualified pedagogical practice. The adaptation process, although challenging, can be enriched by the collaboration between family and school, providing the child with a positive and welcoming experience from the first years of life.

3 FINAL CONSIDERATIONS

Throughout the trajectory of Early Childhood Education, we have observed important advances, especially the guarantee of free care by Law No. 9,394/1996 (LDB), which recognizes it as the first stage of basic education, although not mandatory. The child's entry

into Early Childhood Education represents a unique moment, marked by their first departure from the family environment, full of coexistence and exclusive care, to enter a new context, with different people and routines, where collectivity and interactions are highlighted.

The process of adaptation to kindergarten is, of course, a delicate and variable period, which can extend for days or weeks, depending on the uniqueness of each child. The presence and initial support of the family are essential, as they offer security and encouragement for the child to explore and take ownership of this new environment.

Several factors impact this process. It is essential that parents are safe and confident in the decision to enroll their children in school, transmitting tranquility to them, reinforcing their self-esteem and stimulating a positive view of this new experience. Attention to the individuality of each child during adaptation allows educators to adjust their pedagogical practices, contemplating the needs and signs presented by the children, which contributes to integral development.

It is important to highlight that adaptation does not depend only on the child's ability to adjust to the new space, but also on the quality of the reception offered by the institution. An affective and safe environment strengthens the establishment of bonds between child, family and school, an essential condition for a healthy adaptation.

It is also recognized that every novelty causes discomfort, both in children and adults, as it takes them out of their comfort zone. It is important to face the unknown requires patience, trust and mutual understanding.

The adaptation process is complex and requires joint commitment from the child, family and school for it to be successful. The presence of a reference adult, preferably a parent or trusted person, in the first few days, is essential for the child to feel supported. Only after establishing affective bonds with educators and other classmates, the child will be able to experience the separation in a safe and peaceful way.

It is also important to recognize the time constraints that many parents face, suggesting that, if they are unable to accompany the child for the entire initial period, they can at least participate on the first day and ensure a safe transition with another trusted person.

The adaptation process should be seen not only as a stage of entry into school, but as a moment rich in learning and transformations, which directly impacts the affective, social and cognitive development of the child, being fundamental for the success of their educational trajectory.

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