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Child, childhood and early childhood education: research assumptions¹

Criança, infância e educação infantil: pressupostos das pesquisas

Ademilson de Sousa Soares*

ABSTRACT

The article presents a bibliographic memory of research for, with and about child, childhood and early childhood education, indicating authors and articles considered epistemological assumptions of this emerging research field. Without claiming to be an exhaustive analysis, the text exposes the prevailing references among researchers through a theoretical-bibliographic survey based on all references used between 2006 and 2016. From the search words “children,” “childhood” and “early childhood education” we catalogued in the database all bibliographic sources cited in theses, dissertations, journal articles, and full studies presented at the annual meetings of the Brazilian Association of Graduate Studies and Research in Education (ANPED) available online. A thorough examination of all the material revealed the authors and texts most often cited by researchers. As a result, a diversity of theoretical and methodological contributions is evidenced as the epistemic base of the bibliographic memory of this research field.

Keywords: Bibliographic memory. Research assumptions. Child. Childhood and Early Childhood Education.

RESUMO

O artigo apresenta uma memória bibliográfica das pesquisas para, com e sobre criança, infância e educação infantil, apontando autores e textos assumidos como pressupostos epistemológicos desse emergente campo de investigação. Sem a pretensão de fazer análise exaustiva, o texto expõe as referências predominantes entre os pesquisadores por meio de uma pesquisa

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teórica e bibliográfica construída com base em todas as referências utilizadas entre os anos de 2006 e 2016. A partir dos termos “criança”, “infância” e “educação infantil” foram catalogadas em bancos de dados todas as fontes bibliográficas citadas em dissertações, teses, artigos de revistas e trabalhos completos apresentados nas reuniões anuais da Associação Nacional de Pós-Graduação e Pesquisa em Educação (ANPEd) disponíveis on-line. Após o exame de todo o material, foram identificados autores e textos mais citados pelos pesquisadores. Como resultado, fica evidenciada uma diversidade de aportes teóricos e metodológicos como base epistêmica da memória bibliográfica desse campo de pesquisa.

Palavras-chave: Memória bibliográfica. Pressupostos. Criança. Infância e Educação Infantil.

Introduction

Research on research, also named by academic literature as state of the art, state of knowledge, review studies, meta-analysis, meta-research, systematic review or meta-synthesis – field to which this study belongs – aims to offer a panoramic look at the production related to a specific field and/or topic. One of the goals of this type of investigation is to contribute to the improvement of research proposals and to improve in some way the training of researchers, as pointed out by Ferreira (2002), Romanowski; Ens (2006), Charlot (2006) and Mainardes (2018), among others. Permanent epistemological surveillance is required for this, one that is in constant dialogue with the bibliographic memory of each field/theme/object investigated (CHARLOT, 2006).

Research on topics related to children, childhood and early childhood education was taken as the focus of this study, which sought to reveal fundamental references for those who intend to start, restart and/or continue their journeys in early childhood education, which cannot do without a database that contains a collective bibliographic memory. From a dialogue with Bernard Charlot (2006), the text discusses the involvement and accountability of researchers and teachers in the educational field with the problem of the starting point and memory. This is because, while “hard sciences” advance from their arrival points, educational sciences advance from their starting points. Thus, it would only be possible to advance in the human sciences when they propose new ways to start, since the foundation for new inquiries is the memory built and consolidated in the field of research (CHARLOT, 2006).

Knowing and questioning how we relate to what is already known is important. Therefore, during and after our research it is indispensable to consider the achievements of the past and the prospects for the future. In order not to repeat what has already been done and researched, a fruitful path would be not to forget the steps already taken by other researchers, learning to dialogue with the scientific memory of the field. According to Bernard Charlot (2006), the retrieval of researchers' collective memory can contribute to the qualified maturation of our educational research.

The research presented here intended to inventory part of the bibliographic memory of those who develop research for, with and about children, childhood and early childhood education, contributing in some way to both beginners and more experienced researchers. We know that bibliographic research supposes a relentless movement of rereading objectives, identifying sources, observing stages, critically speaking with the collected material, and epistemological surveillance (LIMA; MIOTO, 2007). For this, using the keywords "child," "childhood" and "early childhood education," we selected and listed all bibliographic references between 2006² and 2016 in theses and dissertations available online in Capes' database; in works by all Working Groups (not only by WG 07, which studies children under six years) presented at ANPEd annual meetings accessible online; and in articles from twelve academic journals³ in the area of education, classified as Qualis A1, which disseminate research, reflections and discussions in the area.

We started from the bottom up, that is, we were not interested in the themes, contents and approaches present in each study. We looked for the sources used. We located all dissertations and theses, all articles, and the work of all ANPEd Working Groups (WGs) between 2006 and 2016; we selected, organized and analyzed the references and pointed out clues to the field's epistemological assumptions, confronting the theoretical sources that guide researchers. After identifying and saving all theses and dissertations, all ANPEd studies and articles, we adopted the same methodological procedure for collecting

2 2006 was the starting point for this investigation. For this, the works of Eloisa Rocha (1999 and 2010), who inventoried research on early childhood education until 2006, were taken as a reference.

3 The following journals were used: *Cadernos de Pesquisa* (Fundação Carlos Chagas), *Educação em Revista* (UFMG – Universidade Federal de Minas Gerais), *Educação e Pesquisa* (USP – Universidade de São Paulo), *Educação e Realidade* (UFRGS – Universidade Federal do Rio Grande do Sul), *Educação & Sociedade* (Unicamp – Universidade de Campinas), *Educar em Revista* (UFPR – Universidade Federal do Paraná), *Revista Ensaio* (Fundação Cesgranrio), *Paideia* (USP), *Pró-posições* (Unicamp), *Psicologia: Reflexão e Crítica* (UFRGS), *Revista Brasileira de Educação* (ANPEd), and *Revista Lusófona de Educação*.

bibliographic data, selecting, listing, grouping, counting, organizing and analyzing the most cited and most read authors and texts in order to identify epistemological research assumptions. After an exhaustive work with a lot of bibliographic data, here we present the consolidation of the research. We believe that the organized database, from this first effort, can be a source for further research, new texts and new analyses. Sources can speak in a variety of ways. It is up to the researcher to make them speak, as pointed out by authors who do research on research, such as Charlot (2006), Rocha (1999; 2010), Veiga Júnior (2012), Lima and Miotto (2007), Romanowski; Ens (2006), Mainardes (2018), Ferreira (2002), among others.

All bibliographic references cited by researchers in dissertations, theses, scientific articles and studies from all ANPEd WGs between 2006 and 2016 comprised a database⁴ that constitutes what was defined as bibliographic memory of this research field. Table 01 shows quantitative information about the composition of this database. A total of 1,697 studies were selected and filed, generating a total of 48,108 cited references.

TABLE 01 – QUANTITATIVE SUMMARY OF THE RESEARCH DATABASE ON CHILDREN, CHILDHOOD AND CHILDHOOD EDUCATION BETWEEN 2006 AND 2016

	Total number of studies consulted for composing the bibliographic memory	Percent %	Total number of references that constitute the database of the bibliographic memory of the field	Percent %
Theses	984	57.98 %	10,497	28.81 %
Dissertations	251	14.79 %	25,682	53.38 %
Studies presented at ANPEd	239	14.08 %	4,711	9.79 %
Articles published in <i>Qualis</i> A journals	223	13.14 %	7,618	15.83 %
	1,697	100.00%	48,108	100.00%

SOURCE: Authors preparation based on the research database (2018).

⁴ The period between 2006 and 2016 was chosen because 2006 was the year of approval of Constitutional Amendment no. 53, which created the Fund for the Development of Basic Education – FUNDEB –, a decisive landmark for the broad financing of basic Brazilian education; and 2016 was the year of the impeachment against President Dilma – a decisive milestone in the new era that began in Brazilian politics.

The epistemic basis of theses surveyed between 2006 and 2016

To understand the epistemic basis that guides the theses we produce is to understand where we started our research journey. The result of basic academic research appears initially in master's theses and later in doctoral dissertations defended and disseminated. In the bibliographic references of the theses available in the Capes database for the 2006–2016 period, we identified the team of eleven first-string and eleven second-string authors and texts⁵ that were most cited and most often used. Below we will present only the first-string team. Table 02 shows the most cited authors⁶ and their respective texts⁷ in the analyzed theses.

TABLE 02 – MOST CITED AUTHORS AND TEXTS IN THESES BETWEEN 2006 AND 2016

Authors	Texts
Ariès (2006)	Social history of the child and family
Campos; Rosemberg; Ferreira (1995)	Daycare and preschools in Brazil
Cerizara (1999)	Educating and caring: Where is child education now?
Freire (2002)	Pedagogy of autonomy
Kishimoto (1999)	Professional training policy for early childhood education
Kramer (1995)	Pre-school policy in Brazil: The art of disguise
Kuhlmann Jr. (2007)	Childhood and early childhood education: A historical approach
Rocha (1999)	Research in early childhood education in Brazil
Rosemberg (2002)	Multilateral organizations, State and early childhood education
Sarmiento (2004)	Childhood cultures at the crossroads of modernity
Saviani (1997)	The new law of education: Trajectory, limits and perspectives

SOURCE: Authors' preparation based on the survey database (2018).

⁵ The choice of eleven was random and based on the expressions “eleven first-string players” and “eleven reserve players,” making an analogy with a soccer team, the most popular sport in Brazil.

⁶ The authors in theses, dissertations, articles and ANPEd studies appear in alphabetical order and not according to the number of times they are cited.

⁷ From among each author's texts cited in theses, dissertations, articles and ANPEd studies, only the text most cited by researchers was included.

From the specific field of research in early childhood education, the most cited authors are Campos; Rosemberg; Ferreira (1995), Cerizara (1999), Kishimoto (1999), Kramer (1995), Rocha (2002), Rosemberg (2002), and Kuhlmann Júnior (2007). In the texts published by these authors and most cited in the analyzed theses, topics such as history, early childhood education, daycare, pre-school, education, care, training, research, public policies, the role of the State and multilateral organizations are discussed.

In addition to the authors who study child education specifically, the most cited bibliographic sources include authors such as Freire (2002), with his pedagogy of autonomy, and Ariès (2006) and Saviani (1997), from the field of education history, who show us in their texts relevant aspects of the history of the child, childhood, family and educational legislation. From the field of sociology of childhood we have Sarmiento (2004), who shows us in his most quoted text the childhood cultures at the crossroads of the second modernity.

Through the bibliographic references of all theses, between 2006 and 2016, we reached these authors and texts most often read and cited by the community of researchers dedicated to studies on children, childhood and early childhood education. By tracking the most used sources in master's theses, we can have a good study guide for those who intend to do research in this field of investigation.

Understanding the epistemic basis that guides the theses already produced on children, childhood and early childhood education is crucial for all those who intend to carry out studies in this field. The most read and cited authors in the theses compose the research assumptions in the area and indicate that, in order to understand children and childhood, it is important to read and problematize, for example, the studies of Ariès (2006) and the studies of Sarmiento (2004); in order to analyze the field of education, pedagogy, legislation and educational policies, the study by Freire (2002) and Saviani (1997) can be useful. In addition, to understand the history and policies for daycare, pre-school and early childhood education in Brazil, the study of the following studies can be useful: Campos; Rosemberg; Ferreira (1995), Cerizara (1999), Kishimoto (1999), Kuhlmann Jr. (2007), Rocha (1999), and Rosemberg (2002). These authors and texts constitute the theoretical basis and history of this field of research. Knowing these hegemonic authors does not, of course, prevent other references from being identified and considered.

The epistemic basis of the surveyed dissertations between 2006 and 2016

To understand the epistemic basis that guides the doctoral dissertations we have produced is to understand the steps of those who already have their own views, as research at the doctoral level assumes. The results of academic research appearing in defended and disseminated doctoral dissertations can be considered as more mature fruits in the research journey. If the thesis can be considered as the entrance door for researcher training, the dissertation can be considered as the exit door, that is, a training cycle started in the undergraduate course is closed with the completion of the doctorate. In the bibliographic references of the dissertations available in Capes database from 2006 to 2016, we identified the team of eleven first-string and eleven second-string authors and texts. Below we list only the first-string team. Table 03 shows the most cited authors and their texts in the analyzed theses.

TABLE 03 – MOST CITED AUTHORS AND TEXTS IN THESES BETWEEN 2006 AND 2016

Authors	Texts
Benjamin (2002)	Reflections on the child, the toy, education
Campos, Füllgraf e Wiggers (2006)	The quality of Brazilian early childhood education
Foucault (2007)	Discipline and punish: The birth of prison
Freud (1980)	Three essays on the theory of sexuality
Kishimoto (1999)	Vocational training policy in early childhood education
Kramer (1995)	Pre-school policy in Brazil: The art of disguise
Kuhlmann Jr. (2007)	Childhood and early childhood education: A historical approach
Piaget (1972)	Six psychology studies
Rosemberg (2002)	Multilateral organizations, the State and early childhood education
Sarmiento (2004)	Childhood cultures at the crossroads of modernity
Vygotsky (1991)	The social formation of mind

SOURCE: Authors' preparation based on the survey database (2018).

From the specific field of research of early childhood education, Campos, Kishimoto, Kramer and Rosemberg are the authors who make up the team of the most cited and most read in doctoral dissertations. In their texts, Campos, Füllgraf and Wiggers (2006) assess the quality of early childhood education

in Brazil; Kishimoto (1999) discusses the training policy for early childhood education professionals; Kramer (1995) analyzes the art of disguise in preschool policies in Brazil; Kuhlmann Jr. (2007) presents his historical research on childhood and early childhood education in Brazil; and Rosemberg (2002) discusses the relationship between multilateral organizations and the Brazilian State in the development of public policies for early childhood education.

The most cited bibliographic references in the dissertations also include psychoanalysis and psychology authors, namely: Piaget (1972), Vygotsky (1991) and Freud (1980), showing that psychology studies and sexuality theories in a social perspective make up the main theoretical sources of research at doctoral level. There are also classic authors of philosophy: Benjamim (2002), with his text on the child, the toy and education; and Foucault (2007), with his text on “discipline-and-punish” strategies present in different social institutions. On the one hand, the child is alive and playful. On the other, the child is being disciplined and punished. Childhood cultures at the crossroads of the second modernity are presented and discussed by Sarmento (2004), the most cited author of childhood sociology in research on early childhood education.

Those who do research in the field have, through the references used in the area’s dissertations, to consider the bibliographic production of Campos, Kishimoto, Kramer, Rosemberg and Kuhlmann Jr. In addition to these, researchers have widely quoted, from the field of philosophy, Walter Benjamin and Michel Foucault; from the sociology of childhood, Manuel Sarmento; and from psychology/psychoanalysis, Sigmund Freud, Jean Piaget and Lev Vygotsky. As it could not be otherwise, in the doctoral dissertations there is a deepening of theoretical and methodological approaches, and this is reflected in the authors pointed out as assumptions in research for, with and about children, childhood and early childhood education.

Understanding the epistemic basis that guides the dissertations already produced on children, childhood and early childhood education is essential for all those who intend to carry out studies in this field. The authors identified here make up the research assumptions in the area and indicate that, in order to understand children and childhood, an acquaintance with the works of Benjamin (2002), Foucault (2007), Freud (1980), Piaget (1972), Sarmento (2004) and Vygotsky (1991) can be useful. In addition, to understand the history and policies for preschool and early childhood education in Brazil, getting to know the works of Campos; Rosemberg; Ferreira (2006), Kishimoto (1999), Kuhlmann Jr. (2007) and Rosemberg (2002) can help. These are the authors and texts that constitute the theoretical basis and history of this field of research. Knowledge of the predominant frame of reference does not exclude, as we have already stated, the analysis of emerging studies.

Epistemic basis of the studies presented at ANPEd between 2006 and 2016

To understand the epistemic basis that guides the studies presented at ANPEd meetings is to understand the movement of researchers towards the critical judgment of their productions by the scientific community. This event is one of the first channels for the dissemination of academic production, materialized in dissertations and theses. This association brings together beginning and veteran researchers who work in educational research. When submitting a text to one of the ANPEd working groups, we are submitting ourselves to the analytical scrutiny of our most experienced peers. Below we will present only the first-string team. Table 04 shows the most cited authors and their texts in the analyzed ANPEd studies.

TABLE 04 – AUTHORS AND TEXTS MOST CITED IN ANPEd STUDIES BETWEEN 2006 AND 2016

Authors	Texts
Bakhtin (2003)	Aesthetics of verbal creation
Benjamin (2002)	Reflections on the child, the toy, education
Campos, Füllgraf e Wiggers (2006)	The quality of Brazilian early childhood education
Corsaro (2011)	Sociology of childhood
Deleuze; Guattari (1997)	A thousand plateaus
Foucault (2007)	Discipline and punish: The birth of prison
Freire (2002)	Pedagogy of autonomy
Kramer (2002)	Authoring and authorization: Ethical issues of research with children
Rosemberg (2002)	Multilateral organizations, the State and early childhood education policies
Sarmiento (2005)	Generations and otherness: Questions in the sociology of childhood
Vygotsky (1991)	The social formation of mind

SOURCE: Authors' preparation based on the survey database (2018).

The most cited authors in the field of early childhood education in the complete studies of ANPEd are Campos, Füllgraf and Wiggers (2006), Kramer (2002) and Rosemberg (2002), as well as a new text by Kramer (2002) involving

ethical issues of authorship and authorization in research with children. Bakhtin (2003), with *Aesthetics of verbal creation*; Corsaro (2011) with *Sociology of childhood*; and Deleuze; Guattari (1997), with *A thousand plateaus*, are authors and texts that appear for the first time as main references.

Benjamin (2002), Foucault (2007), Freire (2002) and Sarmento (2005) had already been mentioned in theses and dissertations. However, the text *Generations and otherness*, by Manuel Sarmento (2005), appeared for the first time as the most cited source in ANPEd studies between 2006 and 2016.

Eloisa Rocha (2010) analyzed the path of research on early childhood education in the ANPEd working group that has studied this theme for thirty years, revealing theoretical approaches, privileged methodologies, scientific areas and disciplinary crossings. The growth in demand for early childhood education and the analysis of social and political movements around this demand were, according to the survey, present in the studies analyzed. Rocha (2010) shows that the “maturity” of studies was gradually built, enabling the strengthening and consolidation of the area. The diversity of epistemic origins and theoretical contributions is a challenge for knowledge production in the field and for research developed in the area. To face this and other challenges, the studies indicate the need for a greater dialogue between practices and research in early childhood education.

Understanding the epistemic basis that guides the ANPEd studies already produced on children, childhood and early childhood education is essential for all those who intend to carry out studies in this field. The authors identified here make up the research assumptions in the area that indicate that, in order to understand children and childhood, studying the works of Bakhtin (2003), Benjamin (2002), Corsaro (2011), Deleuze; Guattari (1997), Foucault (2007), Sarmento (2005) and Vygotsky (1991) can be useful. In addition, to understand education, pedagogy and policies for early childhood education in Brazil, the studies by Campos; Füllgraf; Wiggers (2006), Freire (2002), Kramer (2002) and Rosenberg (2002) are indicated as references in the area and should be considered in the new research to be developed.

Epistemic basis of the scientific articles analyzed between 2006 and 2016

To understand the epistemic basis that guides the articles published in scientific journals in the field of education is to understand the movement of experienced researchers to convey the results of their research and engage in

a critical dialogue with the scientific community. The publication of articles in qualified journals is already a bolder step in researchers' academic careers. In the bibliographic references of articles published in Qualis A journals in education between 2006 and 2016, we identified the team of eleven first-string and eleven second-string authors and texts. Below we will present only the first-string team. Table 05 shows the most cited authors and their texts in the analyzed articles.

TABLE 05 – MOST CITED AUTHORS AND TEXTS IN SCIENTIFIC ARTICLES BETWEEN 2006 AND 2016

Authors	Texts
Andrade (1976)	Child prodigy
Ariès (2006)	Social history of the child and family
Benjamin (2002)	Reflections on children, the toy, education
Campos (1997)	Early childhood education: Debate and research
Corsaro (2011)	The sociology of childhood
Foucault (2007)	Discipline and Punish: The birth of prison
Kramer (1995)	Pre-school policy in Brazil: The art of disguise
Oliveira (2002)	Early childhood education: Fundamentals and methods
Rosemberg (1984)	The women's movement and political openness in Brazil
Rossetti-Ferreira et al (2004)	Network of meanings
Sarmento (2004)	Childhood cultures at the crossroads of the second modernity

SOURCE: Authors' preparation based on the survey database (2018).

From the field of early childhood education, we have two novelties in the list of the most cited: Oliveira (2002), with her book on fundamentals and methods of early childhood education, and Rossetti-Ferreira et al. (2004), with a study on networks of meanings. In addition, the text on the debate on academic research in the field of early childhood education, by Campos (1997), and the text that analyzes the relationship between the women's movement and political openness in Brazil, by Rosemberg (1984), are also novelties in the list.

The surprise in the list of the most cited authors in bibliographic references of journal articles was indeed the Brazilian modernist Mário de Andrade (1976) and his text about the child prodigy. In addition, the text "Social history of the Child and family," by Ariès (2006), present in the theses and absent from the main list of ANPED dissertations and studies, reappears as the main source of articles in the area.

The same above-mentioned texts by Benjamin (2002) and Foucault (2007) appear again as the most cited in the bibliographic references of the analyzed articles. Corsaro (2011), absent as the main source in theses and dissertations, also reappears with the same text on the sociology of childhood, already widely cited in ANPED studies.

Understanding the epistemic basis that guides the scientific articles already produced and published on children, childhood and early childhood education is essential for all those who intend to carry out studies in this field. The most read and most cited authors in scientific articles published in academic journals compose the research assumptions in the area and indicate that, to understand children and childhood, one can read and study the works of Andrade (1976), Ariès (2006), Benjamin (2002), Corsaro (2011), Foucault (2007) and Sarmento (2004). In addition, in order to understand early childhood education and the policies for the area in Brazil, the studies by Campos (1997), Kramer (2002), Oliveira (2002), Rosemberg (2002) and Rossetti-Ferreira et al (2004) are significant sources. These authors and texts constitute the theoretical basis of this field of research that does not exclude, on the contrary, it requires knowledge of emerging research.

Most cited authors and texts: A roadmap for new research

Through the authors cited in all surveyed databases, it is possible to have an overview of what predominates as an epistemological source of research for, with and about children, childhood and early childhood education between 2006 and 2016. The beginning researcher has here a compass that will guide his walk in this research field. The experienced researcher has here a bibliographic tool for reviewing the path already taken and for proposing new research strategies. We do not have to know everything, but it is urgent to know what is assumed, which is the underlying basis of the field of investigation where we invest our interest and our energies. Initially, we have the authors that appear as the most cited in the four surveyed databases: theses, dissertations, ANPED studies, and articles. They are: Maria Malta Campos, Sonia Kramer, Fúlvia Rosemberg, and Manuel Sarmento.

By Maria Malta Campos (1997) we have *Early childhood education: The debate and research*. In addition to this text, we have the author's texts published in partnership with other researchers: *Daycare and pre-schools in Brazil* and *The quality of Brazilian early childhood education* (CAMPOS; ROSEMBERG;

FERREIRA, 1995; CAMPOS; FÜLLGRAF; WIGGERS, 2006). The two texts from the 1990s are basic on research in the field of early childhood education and on daycare and pre-school. The 2006 text, on the other hand, brings the result of research on quality in early childhood education across the country.

By Sonia Kramer (1995, 2002) there are two widely cited texts: Pre-school policy in Brazil: The art of disguise and “Authorship and authorization: Ethical issues of research with children.” The 1990s text discusses preschool policies in Brazil, and the 2002 text presents a current and relevant theme: the ethical issues involved in research with children.

Fúlvia Rosemberg (1984, 2002) has authored two texts that make up the main references of early childhood education researchers: The women’s movement and political openness in Brazil and Multilateral organizations, the State and public policies on early childhood education. The 1980s article is a basic text that discusses the relationship between the women’s movement and the process of political openness in Brazil. The 2002 text, on the other hand, analyzes the relationship between early childhood education policies with the State and multilateral organizations.

Manuel Sarmiento (2004, 2005) is the author of two texts that are among the most cited and widely used by researchers: Childhood cultures at the crossroads of the second modernity and Generations and otherness: Interrogations from the sociology of childhood. The text on childhood cultures in the second modernity is a chapter of the book edited by Sarmiento and Cerizara (2004), *Children and kids: Socio-educational perspectives of childhood and education*. The text with interrogations addressed to the sociology of childhood from the definition of childhood as a generational category, in which the author resumes and recontextualizes the concept of generation, was published in the thematic dossier on the sociology of childhood organized by Delgado and Müller (2005) and published by Caderno Cedes of the Universidade de Campinas.

The authors that make up the team of eleven in the references of theses, dissertations, ANPED studies and articles are the most cited among all those used as bibliographic sources. However, there are authors who appear in only one of the surveyed databases. They are: from the field of early childhood education, Cerizara (1999), with her text on educating and caring in early childhood education; Oliveira (2002), with her study on the fundamentals and methods of early childhood education; Rocha (1999), with her text on research in early childhood education in Brazil; and Rossetti-Ferreira et al. (2004), with a book on the networks of meanings.

In addition to these authors, two Brazilian authors, Andrade (1976) and Saviani (1997) and four foreigners, Bakhtin (2003), Deleuze-Guattari (1997), Freud (1980) and Piaget (1972) appear as main sources in only one

database. Andrade (1976) with the text about the child prodigy; and Saviani (1997) with the book discussing the trajectory, limits and perspectives of the new LDB (Law of Directives and Bases) in Brazil in 1996. Bakhtin (2003) with the text on the aesthetics of the verbal child; Deleuze-Guattari (1997) with *A thousand plateaus*; Freud (1980) with his three essays on the theory of sexuality; and Piaget (1972) with the six studies on psychology.

The books *Reflections on the child, the toy, education*, by Walter Benjamin (2002), and *Discipline and punish: The birth of prison*, by Michel Foucault (2007), appear as main sources in dissertations, ANPED studies and scientific articles in the field. The two authors are not the main references only in the team of the eleven most cited authors in theses. Benjamin's work marks all the theoretical thinking of the 20th century, with the unconditional search for the so-called "authentic life," which refuses to "sell the soul to the bourgeoisie." As a small hunter of the first letters, Benjamin shows the joy of being in the company of toys, children's books and the "proletarian children's theater." On the other hand, the book *Discipline and punish*, in which Foucault shows the evolution of surveillance and punishment strategies with a view to the formation of obedient and docile bodies, alerts us to the risks of institutionalization and early schooling of children, based on feelings of pampering, moralization and child protection.

Philippe Ariès (2006), with his book *Social history of the child and family*, is the main source of theses and scientific articles. William Corsaro (2011), with his book *Sociology of childhood*, is the main source in ANPED studies and scientific articles. Tizuko Kishimoto (1999), with his text on the training policies of early childhood education professionals, appears as the main source in dissertations and theses. Paulo Freire (2002), with his book *Pedagogy of Autonomy*, is the main source of theses and ANPED studies. Moysés Kuhlmann Júnior (2007), with his book *Childhood and early childhood education: A historical approach*, is a major source in dissertations and theses. Lev Vygotsky (1991), with his book *The social formation of mind*, is an important source in ANPED dissertations and studies. There are three Brazilian authors: Kishimoto, Freire and Kuhlmann Jr; and three foreign authors: Ariès, Corsaro and Vygotsky.

This broad and fundamental list of authors and texts, which makes up the theoretical basis and the bibliographic memory identified in our survey on research, can be grouped in several ways. We indicate here only a few possible groupings, always incomplete and provisional: I) grouping of texts that outline a general picture of early childhood education in Brazil, with Campos, Rosemberg and Ferreira (1995), Rosemberg (1984), Kramer (1995), Kuhlmann Jr. (2007) and Oliveira (2002); II) grouping of texts containing reflections on research carried out in the field, with Rocha (1999), Campos (1997) and Kramer (2002); III) grouping of texts that address policies to offer and guarantee children's right

to education, with Cerizara (1999), Kishimoto (1999), Rosemberg (2002), Oliveira (2002) and Campos, Füllgraf and Wiggers (2006); IV) grouping of texts containing reflections and theoretical and conceptual contributions from the fields of history, with Ariès (2006) and Kuhlmann Júnior (2007); sociology of childhood, with Sarmiento (2004, 2005) and Corsaro (2011); philosophy, with Benjamin (2002), Deleuze and Guattari (1997) and Foucault (2007); psychology, with Piaget (1972) and Vygotsky (1991); and psychoanalysis, with Freud (1980); V) grouping of texts with other relevant contributions to research in the educational field, such as Paulo Freire (2002), Mikhail Bakhtin (2003), Mário de Andrade (1976), and Dermeval Saviani (1997).

This survey showed that the field of early childhood education is permeated by several forms of knowledge, by a rich arsenal of information that encompasses several areas of human sciences, such as history, psychology, sociology, philosophy, pedagogy, etc. For the continuity of studies, we hypothesize that the bibliographic memory of the field indicates that the various areas of knowledge concerning the child, childhood and early childhood education converge to a centrality: conceiving the child as a right-holder in the sphere of education.

Pinto and Sarmiento (1997) have already shown that, in order to recognize the child as a right-holder, overcoming a linear and teleological view of child development, a new reflexivity must be assumed in which the child emerges as a biopsychosocial being, a competent social actor, full of rights and producer of culture. Understanding this child, thus conceived as one with a lot to tell us about one's world and life, requires a multidisciplinary scientific literature that ranges from education sciences to childhood sociology, communication sciences, psychology, sports sciences, etc. The analysis of children's life contexts, pointers of their identities, requires multi-theoretical and multi-methodological approaches (PINTO; SARMENTO, 1997).

Final but provisional conclusions

Abramowicz (2015), when studying and discussing the emergence of childhood sociology in Brazil, interviewed leading authors in the field of early childhood education and showed us how immense, exuberant, dense and complex the field of childhood studies is in Brazil. Our research confirms her conclusion. After identifying the most cited authors in theses, dissertations, ANPED studies and articles between 2006 and 2016, we mapped those authors whose ideas can be considered as assumptions for research for, with

and about children, childhood and early childhood education, consolidating a bibliographic memory of this research area.

Four authors appear as the most read and most cited in all databases of research on children, childhood and early childhood education: Maria Malta Machado Campos, Sonia Kramer, Fúlvia Rosemberg and Manuel Sarmiento. Two authors appear as main bibliographic sources in three of the four databases (theses, dissertations, ANPED and articles): Walter Benjamin and Michel Foucault. Six authors appear as the most widely read and most quoted in two of the four databases: Philippe Ariès, William Corsaro, Paulo Freire, Tizuko Kishimoto, Moses Kuhlmann Junior, and Lev Vygotsky. The authors that appear in only one database are: Mário de Andrade, Mikhail Bakhtin, Ana Beatriz Cerizara, Gilles Deleuze and Félix Guattari, Sigmund Freud, Zilma Oliveira, Jean Piaget, Eloisa Rocha, Maria Clotilde Rossetti-Ferreira, and Dermeval Saviani.

In summary, in the set of the 22 most cited authors and their texts concerning children, childhood and early childhood education, the epistemological assumptions of knowledge production in the area are anchored in different theoretical fields related to the human sciences: pedagogy, education, philosophy, law, politics, sociology, anthropology, psychology, history and linguistics. All of the authors who are references in the area converse in one way or another with at least two of these fields of study, revealing that understanding children, childhood and education depends on theoretical and methodological assumptions that are hybrid.

Research for children, childhood and early childhood education mainly benefits from theoretical contributions from the fields of pedagogy, education, law and politics. Research with children, childhood and early childhood education mainly benefits from theoretical contributions from the fields of sociology, anthropology and psychology. Research on children, childhood and early childhood education mainly benefits from theoretical contributions from the fields of philosophy, history and linguistics. How to understand and analyze the profile of the authors and the respective hegemonic texts in each field of research under examination? How to consider authors who predominate in the sources, promoting and recognizing the need to ensure an epistemic justice in relation to all those who work in the field?

Researchers' commitment in this field of studies is constant in the sense of strengthening interdisciplinary dialogues for the construction of research and educational practices based on the bibliographic memory, outlined here. To get to know the school, the child, childhood and early childhood education, we have to leave home and also return home, that is, we have to engage in dialogue with other assumptions (which means leaving home) to recognize, affirm and reaffirm the underlying epistemic basis of our thinking and action in the field (which means returning home). And, as Charlot (2006) states, in the

research process it is essential to assume that our starting point is the memory of knowledge already produced. Knowledge of this bibliographic memory also shows that one certainty remains, as Cátia de França (a popular Brazilian singer) tells us, when speaking of the music she produces: *we are not walking in a shifting terrain, because we know well what it is about* (FRANÇA 2017).

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