USE GOOGLE MAPS FOR THE CONSTRUCTION OF KNOWLEDGE OF LOCATION AND ORIENTATION FOR CHILDREN'S EDUCATION KEY

Fonseca Raquel Alves Fonseca
UNESP-Rio Claro/SP
pbramp@yahoo.com.br
Brasil

Introduction:

The choice of Google maps was to be a free program available on the Internet that can be accessed from any computer and easy to use. The proposal will be tested with children in the State School Colonel Paiva of the city of Ouro Fino.

We believe that the computer can provide independence to students in the construction of the graphics and more agility on the responses of their actions, thereby allowing more autonomy in the construction of knowledge. Some authors, emphasize the need of the students work in pairs or in small groups to have a greater exchange of knowledge and questioning before the situations presented by the activities.

The interactivity is another advantage, allowing students to learn at their own pace and can reflect on the activities, correct them, seek explanations, developed, greater capacity to learn, communicate and create. The failure of the computer in the school environment is a way to maintain and exacerbate social inequalities, placing students distant world of digital, agile and constantly change.

The teaching methods practiced today, in most public schools in Brazil, so people disconnected with the world today, because the teaching is centered on orality of the teacher is absorbed as truth and the passive student. It is perceived by the children experience the fascination of the computers and how they can be used to enhance their learning capacity.

Activities with the computer can provide a greater involvement of children in the educational process, finding space for action, imagination, interaction and exchange of ideas with colleagues. A child acting as construction of their maps to provide a new building mental organizing the concepts acquired a significant addition to taking an active position in the construction of knowledge. The digital medium allows this flexibility, since the activities can be made and repeated in a more agile, making classes more participatory, interesting and attractive to students.

The child's interaction with the computer allows the responses to their actions are immediate. Allows reflection on mistakes and successes as well as adjust their actions during the development process of the activity. Requires the solution of problems from the perceptions and broadens their knowledge of the language complexity.

 The child can build their local maps, and develop skills and build spatial concepts, using their own reality, a clear, structured and organized, noting their contradictions and changes in geographic space. Objective: To present a methodology of teaching, using Google maps, for the construction of the concepts of location and orientation of the children 5 years of basic education. Research methodology:

The research will take as a starting point, a conversation with the children, questioning the age where they live, like to go to school, description of the ride home / school and vice versa, giving

attention to the problem of orientation of laterality and references, whether you know it around the city, asking them to describe the path that are to go to places such as city hall, and poliesportivo road. Subsequently the child will represent the paths requested.

Comparing the differences between the description of the paths are and its representation on the city map. Finally, ask the child to locate on the map some public places such as forum, the hospital, the football field, so other schools., Using the symbols available in the program and questioning how they will differentiate to all elements. Then ask them to respect the differences shown between the neighborhood she lives, the neighborhood's colleague and the school district, reporting what is in each one.

 Results:

We hope that with this methodology of teaching the construction of knowledge of the concepts of location and spatial orientation occurs effectively in agile with great participation and interaction among students. We hope also that the use of computers is a facilitator in the construction of concepts. Facilitator to provide greater flexibility, reflection, scope of simulation and interpersonal relationships. Conclusions: There is a need today to develop methods of teaching using the computer as tool. Since this equipment is part of life of children and the teacher can provide great opportunity to work. Our proposal is just one of many possibilities for use of computers in the classroom.