INTRODUCTION
The training of artistic education teachers in early childhood lacks suitable academic programs. Lack of training in art and lack of training in pedagogy contribute to the development of critical thinking among infants. This paper presents a theoretical framework which can support the adoption of Reggio Emilia, an essential element in the development of critical thinking in early childhood.

MAIN AIM
1. Search for studies
2. Review analysis
3. Describing and mapping
4. Evaluation quality and relevance
5. Summary of results obtained in the study

STUDY DELIMITATION
The main aim of this study consists in using a literature review as a means to present a conceptual framework that can support the implementation of Reggio Emilia’s model and philosophy conceptualization at schools.

LITERATURE REVIEW. OUTCOMES
In Infant Education, during their pupils’ artistic process, teachers can limit infants’ creativity with artist-oriented activities oriented towards the copy or reinterpretation of a specific art work created by a particular artist.

CONCEPTUAL FRAMEWORK
The training of artistic education teachers in early childhood lacks suitable academic programs. Lack of training in art and lack of training in pedagogy contribute to the development of critical thinking among infants. This paper presents a theoretical framework which can support the adoption of Reggio Emilia, an essential element in the development of critical thinking in early childhood.

CONCLUSIONS
Based on the interest of students.

ARTICLES

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