

**100 - PHYSICAL EDUCATION IN CHILD EDUCATION**

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**INTRODUCTION**

The present study was chosen from my concerns about the relevance of physical education in early childhood education, since we observed a great difficulty on the part of the professionals in working with this public, or even, absence of discipline in schools and day care centers.

The Early Childhood Education is a phase of many experiences and experiences in which children need a diversity of situations, Physical Education from their contents in a playful and recreational way, can contribute and signify the learning and the construction of knowledge in this stage.

Believing that the child at this stage learns from concrete and bodily situations and experiences, physical education plays a fundamental and significant role in the process of learning and development in building knowledge of oneself and of reality. Play is fundamental to a healthy childhood, as it develops the child's intellect as well as teaches the habits necessary for its growth.

In this context it is important to emphasize the need of Physical Education classes in Early Childhood Education as an expressive possibility, which uses play as an opportunity for variation of body movements and not as competition.

The fact that the children in this age group use a relatively short time for their roles during the game, it is necessary that the teacher knows how to properly use the physical education classes, so that, come to rescue the knowledge they had inside and outside the school. And in this way, children can evidence ways of reflecting, ordering, disorganizing, reorganizing and rebuilding the world in their own way, favoring the construction of their subjectivity.

Regarding the importance of physical education for children's education, there is a reasonable bibliography, but often professionals do not use this contribution in pedagogical action; often formalizing mechanical resources or "free" activities to complete these classes. Although much is discussed the importance of the Physical Education teacher in Child Education, we can see the absence of this in schools and day care centers, even with all urgency and compulsory discipline.

The greater meaning of this study refers to the importance of physical education in child education, seeking to help professionals or future professionals, in this practice that is of great value, but not valued and little established.

**THE BODY MOVEMENT IN CHILD DEVELOPMENT**

The human being in essence does not only learn by his intelligence or his cognition, but with his whole body, the child itself, at birth, expresses movements with certain complexity and low gestural quality motor, in which with the passage of time goes being improved daily through the diversity of actions and situations experienced and experienced, to which children have access as; running, handling objects, playing and so on, for this whole process, is related to body movement.

The action of movement is a relevance in the dimension of human development and culture. According to Silva .... through the motor activity, it allows the child to express feelings, thoughts and emotions, enlarging significantly.

Piaget (1989) classifies the intellectual development of the child in stages, as soon as the nerve functions allow the child to free themselves from the automatisms, that which was reflexes begins from the place to the learned. In other words, the intelligent behavior, the motor schematics, appears in the subject.

The individual to adapt to the world, to solve problems, to act upon the world, transforming it; constructs specific, goal-directed body movements guided by a Piaget-classified intention of action schemes.

It is through these schemes that the human being will express himself in all the occasions of his life. As the child has not yet developed the human privilege of being represented by images in practical experiences, it is in this first phase of development that, by absolute necessity, all the basic possibilities of bodily movement are formed. (Freire, 1989: 33).

The first period characterized by Piaget (1989) is the sensorimotor, which goes from birth to two years (the emergence of language). This period can be distinguished in three stages: "that of reflexes, that of the organization of perceptions and habits, and that of intelligence itself."

With the emergence of language, a new period is processed, which joins the previous one and amplifies the child's activities the symbols, the mental representation. It is called early childhood, or preoperative period, intuitive or symbolic. When the child internalizes aspects of his body and reveal them verbally through the symbolic function. Language expresses the inner actions of the child, the reasoning. However, this thought or reasoning presents difficulties to develop. This period is the preparation for logical-mathematical operations and extends to six or seven years, more or less.

After this process in which the child is placed as the center of all, it passes to another state where it is no longer center but an organism related to others, called by Piaget of period-concrete. During this stage the child acquires new important internal schemas, such as the development of intelligence, revealing that the child has constructed logical, coherent reasoning in the face of problems, favoring interindividual relationships. Therefore, this new form of thinking has its limits, not being able to surpass the concrete world lived by the child. In terms of age, we would say that it goes from six, seven years or so, until the age of ten, approximately twelve years.

The last of the periods of the development of intelligence described by Piaget begins in adolescence, this is the operative-formal or hypothetical-deductive period where the individual breaks the barriers of the concrete reality of current practice and is interested in doubtful, hypothetical problems "[...] without relation to the reality lived in the day-to-day, or by those who anticipate, with disconcerting naivete, the future situations of the world, often chimerical" (Piaget 1975: 63).

To understand these stages is essential to know the evolutionary process of the child, to understand it in its psychic totality and within the paths covered by the child.

From a look at the National Curriculum Framework for Early Childhood Education, we can see that in this document the movement is cited as an important dimension of development and human culture, since "children move from the time they are born to acquire more and more control over their own body and appropriating more and more possibilities of interaction with the world" (BRAZIL, 1998, p.15).

Childhood education harmonizes a space in which children play, learn, expand their development, socialize with other children, dialogue, mature their cognitive, social and affective aspects. And this is inherent in the child, since it is the first educational experience of the child outside the family environment, away from the parents, which are the means of protection. It is on this occasion that we emphasize the importance of Physical Education in children's education, because this works the movement of the body culture, being the discipline that will inherently approach the child of the play universe.

Games and games are important elements for the teaching of children, because the child with pleasure develops and approaches the real world of his imaginary. According to Picolo and Nogueira 2012,

To choose, through Physical Education, the introduction of the art of moving around, using the game as a fundamental element for the action of this area of knowledge in Childhood Education, is how to contribute so that the body of the student is educated, for the knowledge of the human condition.

The education of children, permeated by the area of physical education, contributes to the expansion of the corporal movement that is in the process of development of the child and the play represents an operation of simple action by which the child experiences knowledge in the pedagogical actions experienced in the classes of Physical Education.

Play creates for children a "zone of proximal development" which is nothing other than the distance between the current level of development, determined by the ability to solve a problem independently, and the current level of potential development, determined by the resolution of a problem under the guidance of an adult or with the collaboration of a more capable companion. (Vygotsky 1984, p.97).

According to OLIVEIRA (2002) the child's play, from zero to six, has a special meaning for development and learning, for supporting the healthy neuropsychological evolutionary process that begins at that stage; manifests the way the child is assimilating and schematizing their reality, favoring to deal with their possibilities, limitations and conflicts, through the child's pleasurable interaction with the socio-historical-cultural milieu.

#### PHYSICAL EDUCATION IN CHILD EDUCATION

The path taken by Physical Education to consolidate itself as a curricular component in the Brazilian school was born along with other areas, still in the nineteenth century, with the consolidation of primary education in the midst of the expansion of the space of formal education. During these years several arguments were presented to the presence of Physical Education in school, mainly in developing physical fitness or sporting character.

Today, we understand Physical Education as an area of knowledge that deals, within schools, with knowledge that has been produced socio-culturally and that has in its corporal practices its materiality, they are: play, sport, dance, gymnastics, the struggle (Collective of Authors, 1992).

In Childhood Education in particular, Physical Education permeates over experiments, it is easy to perceive the absence of the Physical Education professional in daycare centers, and this brings up an explosion of whys, since the law determines this obligation, although it presumes a date to be fulfilled, but in short there is still a shortage in this area of education. At this stage the child improves and assimilates all aspects important to his or her healthy development throughout the process. The Physical Education class is a privileged space that makes possible all these experiences, when treated in a playful way children, since for children there is no better way to learn by playing.

From the point of view of assimilating the function of Physical Education in Early Childhood Education, we understand that teaching "can not be conceived as a mere application of pre-established norms, techniques and recipes, but as a space of shared experiences, meanings, knowledge production and experimentation in action" (SACRISTÁN, GÓMES, 2002, p.86).

It is necessary to idealize Physical Education in Early Childhood Education as experiences that give children actions that benefit the development of their bodily consciousness, that is, to allow children to recognize each other through mutual influence, as a fundamental process for the construction of identity child. From new corporal experiences it is envisaged to raise and instigate curiosity and the search for the new by the children, favoring the aspects in the cognitive field the possibility of consolidating different relations with new knowledge.

The driving experiences at this juncture are important, analyzing the play element as a determining factor in the learning of the child, also collaborating with the formation of the moral helping to extend the integral personality of the child. In order to achieve this goal, Physical Education activities must have an understanding of bodily experience, appreciating the motor knowledge brought by the students, as well as allowing contact with new possibilities of movement, supporting the play component, contributing various possibilities of development of the motor repertoire through games and games that prioritize acting through the movement-thought-action relationship. (Baecker, 2001, apud BASSEI, 2008).

In order to obtain these endings in Early Childhood Education, pedagogical practices should be structured to harmonize bodily experiences that are truly relevant to children, containing in their womb a pedagogical intentionality that validates the pedagogical practice in Physical Education classes. Funke-Wieneke (1983, apud BASSEI, 2008).

In the Law on Guidelines and Base 9394/96, article 26, paragraph 3 points out that Physical Education is compulsory in schools, including for children under six years, in this case Child Education, in order to guarantee the possibility of inserting the professor of Physical Education to add to the development of children.

The teacher needs to understand their relevance at this stage of development and so know how to stimulate each step coherently, since we know that the professional often uses mechanical and repetitive activities, leaving aside the playful and basic skills that play allows.

In this way play is seen by many educators as an activity contrary to work, certainly the school values activities that only structure the cognitive and forget to use games, games and motricity as ways of learning, not interlacing experiences and knowledge that play triggers in the development of children, especially in early childhood education.

For OLIVEIRA (2002) the child's play, from zero to six, has a special significance for development and learning, for supporting the healthy neuropsychological evolutionary process that begins at that stage; manifests the way the child is assimilating and schematizing their reality, favoring to deal with their possibilities, limitations and conflicts, through the child's pleasurable interaction with the socio-historical-cultural milieu.

Based on these precepts, we emphasize the importance of Physical Education in Physical Education, even though this theme still generates many discussions in the national scenario, since many authors still resist the presence of the pedagogical teacher as tutor of all this systematization, but on the other hand others defend the presence of physical education teachers in the phase of Early Childhood Education, for enriching the process of child development. In the name of an integrative curriculum perspective.

#### THE PROFESSIONAL OF PHYSICAL EDUCATION IN CHILD EDUCATION

The pedagogical practice of the teacher of Physical Education in the school with the Infant Education, goes far beyond physical-motor experiences, the professional needs to be prepared to work with this stage, since it requires starting from the playful, in this sense the teacher must be the mediator or transforming agent, broadening the world view of children. The teacher as a mentor, needs to focus his tasks on the choice of materials, the place, the devices and to help the children in their constructions.

In order for the pedagogical intervention to contribute to this development, it should provide the child with the acquisition of a language as a form of communication between the subjects and the basic element in the process of knowledge production. Language as a fundamental element is a symbolic system that provides us with the concepts and forms of organization of the real, enabling communication and expression, the formation of higher psychological functions and the categorization of the world through the generation of knowledge. BASEI, A. Paula, 2008. Available in <http: file:/// C: /Users/adm/Downloads/2563Basei.pdf> Accessed on September 28, 2016).

It is essential the presence of the Physical Education professional in Child Education to enable the development of the global child, unifying all its aspects through targeted physical activity. This professional should add their specific knowledge of the area to the knowledge of the child they are working with, and provide actions that have concrete purposes for their daily life.

#### METHODOLOGY

We used as a methodology for this study the bibliographic research, in which documents are used in the historical contextualization of the theme, whose objective is to investigate and raise information about the subject, without manipulating the data or interfering directly in reality. According to Fonseca (2002) the bibliographical research is drawn from the survey of theoretical references already published and analyzed by written and electronic means, such as scientific articles, books, web pages. All scientific work begins with a bibliographical research, allowing the researcher to know what he has already studied.

#### FINAL CONSIDERATIONS

Finally, we understand that when we talk about physical education in children's education, we are in a field of discussions, debates and reflections, which is still marked by the scarcity of theoretical productions, studies and research that contribute to legitimize the class and the professor of Physical Education at this level of basic education, through consistent teaching proposals, guided by a critical teaching perspective.

An example of this is the fact that we observe, not infrequently, the lack of Physical Education teachers to work in Early Childhood Education in many of our schools, depriving all the learning potential that can be developed in the child through the understanding of their culture of movement and reducing the actions of movement to a simple doing, devoid of meanings, meanings and intentionalities.

The goal of Physical Education in Child Education is not only to arouse interest in the practice of physical or motor activities, but also to develop children's creativity, without presenting ready-made recipes, but interacting and stimulating to create and recreate from reality.

Physical Education in Early Childhood Education not only provides learning but acts as a motivator through movement and play activities. It occupies an important place, because its practices allow the corporal development, motor skills without the demand of performances, offering opportunities for varied experiences, autonomy, safety and corporal dominance. And that the internship is a privileged space for all the experiences and aspects, but that the Physical Education course can, in its interface, better prepare its students to act in the aforementioned field, in order to permeate the vast bibliographical existing for Early Childhood Education.

The work of the Physical Education teacher in Early Childhood Education should be based on children's culture, their corporeity and their games, since these are not only the main means of expression of the child, they are also the basis for their learning and development of the children's culture.

Therefore, we highlight the emergence of including the Physical Education professional in Infant Education, since it will contribute to broadening the process of integral development of the child in this phase, but what we perceive is that even though it is a present discussion and a legal ordering, this professional Secondly, studies analyzed are rarely found in the spaces of Early Childhood Education, or even when it is present, there is no theoretical and methodological preparation to deal with childhood, thus demonstrating little importance given to this activity.

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#### PHYSICAL EDUCATION IN CHILD EDUCATION

The present study is a bibliographical research, whose objective was to investigate the Physical Education teacher in Childhood Education, its performance and competence, from the literature, since, we observed a great difficulty on the part of the professionals to work with this public, or the absence of discipline in schools and day-care centers. According that the child at this stage learns from concrete and physical situations and experiences, physical education plays a fundamental and significant role in the process of learning and development in the construction of self-knowledge and reality. Play is fundamental to a healthy childhood, as it develops the child's intellect as well as teaches the habits necessary for its growth. We can see that when we talk about physical education in children's education, we are in a field of discussions, debates and reflections, which is still marked by the scarcity of theoretical productions, studies and research that contribute to the legitimization of the class and the teacher of Physical education at this level of basic education, through consistent teaching proposals, guided by a critical teaching perspective.

KEYWORDS: Physical Education. Child education. Teacher.

#### ÉDUCATION PHYSIQUE DANS L'ÉDUCATION DE L'ENFANT

Cette étude est une recherche bibliographique dont le but était d'étudier l'enseignant d'éducation physique à l'école maternelle, sa performance et de la compétence, de la littérature, puisque nous avons observé une grande difficulté pour les professionnels qui travaillent avec cette population, ou en outre, le manque de discipline dans les écoles et crèches. Accréditant l'enfant à ce stade apprend des situations et des expériences concrètes et du corps, l'éducation physique joue un rôle vital et important dans le processus d'apprentissage et de développement dans la construction de la connaissance de soi-même et la réalité. Le jeu est la clé d'une enfance saine, car développe l'intelligence de l'enfant, ainsi que enseigne les habitudes nécessaires à leur croissance. Nous pouvons voir que lorsque nous parlons de l'éducation physique à l'école maternelle, nous sommes dans la cour des discussions, le débat et la réflexion, qui est également marquée par la rareté des traités théoriques, des études et des recherches qui contribuent à la légitimité de la classe et l'enseignant L'éducation physique à ce niveau de l'éducation de base, à travers des propositions d'enseignement cohérentes, guidées par une perspective d'enseignement critique.

MOTS-CLÉS: Éducation physique. Éducation infantile. Maître.

#### LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN INFANTIL

El presente estudio es una investigación bibliográfica, cuyo objetivo fue investigar al profesor de Educación Física en la Educación Infantil, su actuación y competencia, a partir de la literatura, una vez que, observamos una gran dificultad por parte de los profesionales en trabajar con ese público, o y la ausencia de disciplina en las escuelas y las guarderías. Accréditando que el niño en esta fase aprende a partir de situaciones y vivencias concretas y corporales, la educación física desempeña un papel fundamental y significativo para el proceso de aprendizaje y desarrollo en la construcción del conocimiento de sí mismo y de la realidad. El juego es fundamental para una infancia sana, pues desarrolla el intelecto del niño, así como enseña los hábitos necesarios para su crecimiento. Podemos constatar que, al hablar de la Educación Física en la Educación Infantil, estamos en un campo de discusiones, de debates y reflexiones, que aún está marcado por la escasez de producciones teóricas, de estudios y de investigaciones que contribuyan a la legitimación de la clase y del profesor de Educación Física en este nivel de la educación básica, a través de propuestas de enseñanza consistentes, pautadas por una perspectiva crítica de enseñanza.

PALABRAS CLAVE: Educación Física. Educación Infantil. Profesor.

#### A EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL

##### RESUMO

O presente estudo é uma pesquisa bibliográfica, cujo objetivo foi investigar o professor de Educação Física na Educação Infantil, sua atuação e competência, a partir da literatura, uma vez que, observamos uma grande dificuldade por parte dos profissionais em trabalhar com esse público, ou ainda, ausência da disciplina nas escolas e creches. Accréditando que a criança nessa fase aprende a partir de situações e vivências concretas e corporais, a educação física desempenha um papel fundamental e significativo para o processo de aprendizagem e desenvolvimento na construção do conhecimento de si mesmo e da realidade. O brincar é fundamental para uma infância sadia, pois desenvolve o intelecto da criança, assim como ensina os hábitos necessários para o seu crescimento. Podemos constatar que, ao falarmos da Educação Física na Educação Infantil, estamos num campo de discussões, de debates e reflexões, que ainda é marcado pela escassez de produções teóricas, de estudos e de pesquisas que contribuam para a legitimação da aula e do professor de Educação Física neste nível da educação básica, através de propostas de ensino consistentes, pautadas por uma perspectiva crítica de ensino.

PALAVRAS CHAVE: Educação Física. Educação Infantil. Professor