

22 - CORPORATE: THE TEACHING PRACTICE OF THE PHYSICAL EDUCATION TEACHER

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INTRODUCTION

When inserting the work with the Corporeity, it is clear that there are children who still cannot properly identify the parts of their body.

As there are schools that do not have Physical Education in their curriculum, the Corporeality theme can be worked with the presiding teacher of Early Childhood Education, emphasizing the need for children to know and recognize their own body in praxis.

Therefore, we intend to describe the experiences lived in the classroom and in practice, emphasizing the teacher's work and his teaching practice in relation to the Corporeality, aiming to find new methodologies, which fit the profile of the class or certain students who have not yet done so. recognize their body, and propose pedagogical practices in which everyone can participate, emphasizing the importance of corporeality for their life.

Even without training in Physical Education, the preschool teacher should seek subsidies to be able to work effectively the content on Corporeality, not just in theory. It is possible to incorporate activities inside and outside the classroom that enable students in theory and practice.

Thus, there is a need for a Physical Education professional to complement the work of the preschool teacher, and together they can acquire new knowledge and methodologies in order to pass on to children more fully, so they can have their learning integral. Thus, Corporeality is understood as a pedagogical possibility to be inserted in Physical Education classes in Early Childhood Education, favoring their total development, working body and mind. This subject will be subjected to an observation and analysis of the subject, with a view to investigating the collaboration of the Corporeity for Early Childhood Education, in Physical Education classes in Early Childhood Education to certify the importance of Corporeality for the child's body evolution.

Based on this study, we see the relevance of making the incorporation of Corporeality in Physical Education and Early Childhood Education, because the theme works the knowledge of his body through playful activities, expressing himself freely and making the child also develop the basic motor skills, providing their integral development.

Thus, not having Physical Education as a curricular component in Early Childhood Education, in Ponta Grossa, the children have this vacuum in the motor aspect, because even the preschool teacher working with motor activities, there is no expert to propose activities that can broaden and develop their motor repertoire.

Goals**Main goal:**

Analyze the contributions that Human Motricity can make to early childhood students.

Specific objectives:

Provide activities for preschool students that enable motor development through movement;

Develop activities related to Human Motricity in Early Childhood Education;

Propose the participation of preschool teachers in activities related to Human Motricity;

Develop a didactic guide containing a sequence of activities on Human Motricity in Early Childhood Education.

LITERARY APPROACH**CORPORATE IN CHILD EDUCATION**

Regarding the Corporeality subject, we intend to approach conceptions that allow a reflection on the relation of the theme with the Early Childhood Education. In the First Stage of Basic Education, body awareness is of utmost importance, and body knowledge for the child provides support for future learning.

As stated in LDB 9394/96, Early Childhood Education has as its purpose the integral development of children up to five years of age, in their physical, psychological, intellectual and social aspects.

Therefore, it should be noted that the Corporeality in Early Childhood is present in Physical Education classes, in schools where there is offer of this discipline, not only working the motor aspect, but also the aspects already mentioned in the LDB.

To complement and emphasize such relevance:

The BNCC in Early Childhood Education establishes six learning rights: to live, play, participate, explore, express and know each other. They ensure the conditions for children to "learn in situations where they can play an active role in environments that invite them to experience challenges and to be provoked to solve them, in which they can build meaning about themselves, others and the social and natural world" (BNCC, 2019).

In the current context of Early Childhood Education, working with the Corporeity is necessary, not all schools are aware of this need. From this perspective, motor skills such as walking, running, jumping, handling objects, among others, still in the process of biological maturation, which emphasize body work, are highlighted.

Critical teaching practice, which implies the right thinking, involves the dynamic, dialectical movement between doing and thinking about doing [...] What is needed is to enable, by turning on itself, through reflection about practice, naive curiosity, perceived as such, becomes critical. [...] Critical teaching practice, which implies right thinking, renews the dynamic, dialectical movement between doing and thinking about doing. (FREIRE, 2001 P. 42-43)

Freire (2001) emphasizes the need to implement or improve the pedagogical practice in praxis, because if the teacher gives the content without dynamism, self-esteem and affection, the child will not feel security and willingness to learn, developing their criticality.

From this context, the Physical Education teacher, when developing work with students, such as: spatial orientation, collective work, the individual, integration, socialization, recognition and the rhythm of their corporeality, should establish theory-practice relations. So when the child assimilates the true meaning of corporeality.

Based on some cases it is evident that the body movement in early childhood education does not cultivate the freedom and the potentiality of the bodies in movement, either individually or in groups, because the pedagogical acts are aimed at the search for silence and immobility, which translate disciplined children. And the body, in this school system, is seen as two distinct and separate parts, in which only the head must act (MOREIRA, 1995; PROSCENCIO, 2010).

Speaking of Corporeity, it brings us to the thought that not only in Physical Education practical classes the child develops, but will have this reflection within the classroom, because many conceptions worked through the movement, favor such learning, as the space dimension in a drawing or painting, fine motor coordination, which is often used because the simple pinching of a pencil is directly linked to it, in addition to its future exercise of citizenship.

According to Freire's understanding, JB (1991), people are bodies and, by developing their teaching in the pedagogical exercise, showed the students the possibility of recognizing themselves as bodies and thus being able to act and think actively, because before that, they would be able to intervene in the actions taken.

Corporeality is a body engendering life, experiencing, experiencing, from a human perspective, the walk toward the world. This body-world relationship is fundamental because: [...] if it is true that I am aware of my body throughout the world, that it is, in the center of the world, the unperceived term to which all objects return to their face, it is true for the same reason that my body is the pivot of the world: I know that objects have many faces because I could go around them, and in this sense I am aware of the world through my body. (MERLEAU-PONTY, 1994, p.122)

Thus, the pedagogical foundation in this First Stage of Basic Education are extremely important, since through body awareness, the child can discover his / her totality, fundamental for his / her freedom, expressiveness for his / her interaction in the pedagogical practice. Teaching and learning through the body will be a means to acquire their autonomy in various tasks, school and out of school.

Emphasizing the conception of Sérgio (1996), where "the epistemology of human motricity makes the technical and practical interests of all disciplines its own", and with interdisciplinarity it is possible to make harmonious and effective relations in the work with Corporeity.

Still, according to the author, the main focus is to make that through human motricity, emphasizing the study of the body, can reflect in other discipline positive reactions of integration in the social, physical and ethical aspects, aiming at the realization of an integral motor education.

TEACHER PRACTICE IN CHILD EDUCATION

Early childhood education, as the first stage of basic education, should contain professionals who think of expanding and renewing their pedagogical practice, because in this phase the child needs to be worked on in an integral way. Therefore, professionals must have access to adequate and accessible training, such as passing on praxis content to a broad and qualified training.

With regard to teacher education, Palma and Palma (2007, p. 5) say that becoming a teacher is, therefore, a complex, dynamic, evolutionary process that comprises several formative stages [...], and are understood as a varied set of learning

For the realization of this proposal, it is necessary to offer training to teachers, as well as workshops, courses and seminars that enable them various forms of learning, to act and interact with their students, in a work in the collective construction of knowledge.

Freire (2001), reaffirms the need for educators to create the conditions for the construction of knowledge by the students as part of a process in which the teacher and student are not reduced to each other's object condition, because teaching is not transferring knowledge, but create the possibilities for your own driving or building.

However, this relationship between teacher and student should be of complicity, respect and collaboration, so that since early childhood education, can together, transform and readjust learning for a harmonious environment.

In the view of Proscencio (2010), to explore all the content of body and movement it is necessary that the teacher is prepared for it. Having knowledge and experience in this area, so that you can understand the bodies and movements of children and understand that movement is a way in which man relates to the world and learn through the movement. It is extremely important to consider the knowledge derived from children, so that together they build the educational process involving body and mind.

It is that the human being is corporeality and, therefore, is movement, expressiveness and presence. Woman and man are movements that make gestures, gestures that speak and are assumed as expressive, speaking and creative presence. And so, Human Motricity manifests itself ... that does not tire because it is not repetition, but creation (SERGIO, 1996, p.22)

The teacher should actively participate in the proposed activities, interacting with enthusiasm, dynamism, seeking ways for the child to feel comfortable to perform such activities, expanding their motor skills through body movements.

The Law of Guidelines and Bases of National Education (LDB No. 9,394 / 96), article 29, recognizes Early Childhood Education as "the first stage of basic education, aiming at the integral development of children up to five years of age, in their physical, psychological, intellectual and social aspects ". Even containing the referred Law, Physical Education is not contemplated in the curriculum of Early Childhood Education in the city of Ponta Grossa / Pr, because only have Physical Education classes Elementary Schools, which to complete the workload of some teachers insert the referred discipline for the students.

The book Full Body Physical Education (FREIRE, 1992), showed relevant issues to the development of children, with the purpose of interaction of body and mind, because they should be worked together, for an integral teaching.

Emphasizing the conception of the author, placing the teacher with the student as knowledge builders, considering the experiences and knowledge that the child presents, awakening the desire to broaden their learning. This author understands that the teacher should take into account the knowledge that the child already has, ensuring their interest and motivation to learn.

According to Tardif and Lessard (2005), teaching work is an activity of interaction with other people: students, colleagues, parents, school leaders.

The teaching work related to Corporeality in the First Stage of Basic Education must, besides the interaction between teacher and student, have involvement with the management team, parents and community. Another relevant aspect in relation to teaching, is to identify the characteristics of each class and the individuality of children, proposing activities that are in accordance with their reality, thus inserting the content Corporeidade.

It will be extremely important in early childhood education, the teacher of Physical Education maintain a good relationship with the teacher in charge of the class, because thus, you can work together, to obtain in this stage an integral

education of body and mind.

Given this, it is known that the conducting teacher should plan the contents according to the reality of the class, as well as provide information on learning about the Corporeality theme.

Thus, a good 'leeway is required from the teacher, both to interpret and to perform his task' (TARDIF; LESSARD, 2013, p.43).

Today, Corporeality is protected by laws that differ as a discipline that works the child in its entirety. Among them is the BNCC (2019), which emphasizes:

Physical Education is the curricular component that thematizes body practices in their various forms of codification and social significance, understood as manifestations of the expressive possibilities of the subjects, produced by various social groups throughout history. In this conception, human movement is always within the scope of culture and is not limited to a spatiotemporal dislocation of a body segment or an entire body.

Thus, it is necessary to show to other teachers that Physical Education is not restricted to the court, but also to theory, in the classroom. This view needs to be overcome, because there are still schools whose teachers do not emphasize the work of Body Culture, aiming only at practice to obtain results.

Therefore, the presence of an expert teacher can improve body practice, as it relates to the body in motion, because through it the child will develop in praxis, increasing his motor repertoire.

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METHODOLOGY

This research, whose character will be qualitative, having the participation of students and teachers of early childhood education, thus being an exploratory descriptive research.

It will have as its place a kindergarten and elementary school, located in the city of Ponta Grossa - Pr. Observations will be made in the Physical Education classes of Kindergarten, as well as insertion of a questionnaire to ascertain the contribution of this subject to the Child education.

For this to have its stability, interviews will also be conducted, focusing on the study of the importance in early childhood education. Another resource to be used will be the reading and research of works and publications about the Corporeity.

In the next moment, an investigation will be made through documents related to the theme, complementing the offer of pedagogical workshops with students and teachers, focusing on activities that contemplate the Corporeality.

Regarding the teachers of kindergarten and physical education, we must question the importance and necessity of training, seminars, lectures for professional qualification with emphasis on corporeality.

As a result of this research, a didactic guide will be elaborated, containing the activities performed by the students on the Corporeality theme.

RESULTS

A corporeality questionnaire was applied to the preschool teachers of the Ponta Grossa - Pr Municipal Education Network, in order to verify the contributions of this theme in Physical Education classes. They were elaborated and delivered to four teachers, containing five questions about Corporeality.

Among the answers obtained, teachers P1, P2, P3 and P4, reported that they have a good understanding of Corporeality.

Regarding the contribution of the Corporeity to Early Childhood Education, the four teachers answered that it helps in the development, learning and recognition of their own by the students and especially that they work the body and the mind.

The teachers P1 and P4, affirmed that the Physical Education in relation to the contributes to the psychomotor development, being a moment of relaxation and development of the fundamental skills as motor coordination. Already, P2 and P3, only answered yes, without further questions.

When asked what activities on Corporeality were worked in Early Childhood Education and Physical Education, P3 answered:

Recognition of one's own body, own characteristics, body parts, laterality, development of motor coordination, oral and body language, socialization, respect and care for one's own body and the other.

Still, about the activities developed, teachers P1, P2 and P4, mentioned jokes such as: chair dances, bowling, ball behind, circuits that involve laterality, attention and dance. P4 is a pedagogical coordinator and reported that she observed changes in the classroom regarding agility and attention.

As for the question, if children recognize their own body, it was evident that most can distinguish and identify parts of their body, because the content related to Corporeality is also addressed in the classroom.

DISCUSSIONS

Based on the theoretical foundation elaborated in the present research, we emphasize Professor Manuel Sérgio's explanation that proposes an integral work of the individual, without separating the body and the mind, thus, we can emphasize

the practice of Corporeality.

Thus, we perceive the contribution of teachers in relation to the Corporeality theme, as a valuable resource that generates positive results in working with the child in the classroom, in the coordination of movements and fine motor skills.

The teachers also reported that with the Physical Education classes involving the Corporeality, helps in the development, learning and recognition of the own by the students, because it works the body and the mind.

Within this perspective, it is important to emphasize that Physical Education classes contribute to psychomotor development, being a moment of relaxation and development of fundamental skills such as motor coordination.

Therefore, there was an important dialogue with the teachers, as they contributed to the research's success, and made pertinent approaches to the questions, always stating that Corporeality has been contributing to the motor development and recognition of the body by the children.

FINAL CONSIDERATIONS

This article aimed at the relevance of the research on Corporeality in the motor repertoire of children and the teacher's responsibility to commit to the pedagogical practice in early childhood education.

Thus, it is evident the need for a Physical Education teacher in early childhood education that aims to develop a promising work in which the child is worked the right way, aiming at its motor improvement in its entirety, because the simple way to work the body only in Theory, as is often the case in early childhood education, does not represent integral work with the child.

Thus, there is the possibility of a development based on freedom of expression and autonomy, and there is a possibility to learn Corporeality, playing and having fun.

Thus, the teacher must prepare his theoretical and practical basis for the active participation of the child in motor activities. To achieve a good result, the teacher must be aware of the difficulties, and work from them. In its planning should contain activities that meet these children, enabling activities to overcome difficulties.

Given this proposition, it is noteworthy that Corporality in Early Childhood Education goes beyond the limits of its own body, going beyond the development of motor skills to include affectivity and cognition in children.

From this perspective, qualified teacher training is essential in order to provide effective work on the basis of Corporeality so that students can actively participate in Physical Education classes in early childhood education.

Thus, it is concluded that Corporeality is of great importance in the development of children, combining theory and practice in the motor, cognitive and social aspects of body work.

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CORPORATE: THE TEACHING PRACTICE OF THE PHYSICAL EDUCATION TEACHER

Based on pedagogical practices, the Corporeality process becomes necessary for the child's cognitive and motor development. For this, the educational praxis centered on the teaching action of the Physical Education professional becomes paramount. In this sense, the Corporeality theme will be developed in praxis within Physical Education classes, aiming to analyze the contributions that the Corporeality can offer to the kindergarten students.

This research focuses on the principles of qualitative nature, held in a School of the Municipal Education Network, located in the city of Ponta Grossa - Pr. This work consists of approaching this theme with activities such as: conversation circles with students, body part posters, video presentations and hands-on classes.

Thus, the teacher will have a very important role throughout their classes, helping them to know and identify their body, so that from this first phase they understand the importance of Corporeality with integration and socialization activities.

As a result of this research, it was emphasized that Corporeality has been contributing to the motor development and recognition of the body by children.

Thus, Physical Education aims to increase, in the face of activities on Corporeality, performing body movements for the development and learning about body culture.

KEYWORDS: Corporeality, Early Childhood Education, Teaching Practice.

CORPORATE: LA PRATIQUE D'ENSEIGNEMENT DE L'ENSEIGNANT D'ÉDUCATION PHYSIQUE

Basé sur des pratiques pédagogiques, le processus de corporalité devient nécessaire au développement cognitif et moteur de l'enfant. Pour cela, la praxis éducative centrée sur l'action pédagogique du professionnel de l'éducation physique

devient primordiale. En ce sens, le thème de la corporéité sera développé de manière pratique dans les cours d'éducation physique, dans le but d'analyser les contributions que la corporéité peut offrir aux élèves de la maternelle.

Cette recherche porte sur les principes de la nature qualitative, menée dans une école du réseau éducatif municipal, située dans la ville de Ponta Grossa - Pr. affiches sur les parties du corps, présentations vidéo et cours pratiques.

Ainsi, l'enseignant jouera un rôle très important tout au long de ses cours, en l'aidant à connaître et à identifier son corps, de manière à ce que, dès cette première phase, il comprenne l'importance de la corporalité avec les activités d'intégration et de socialisation.

À la suite de cette recherche, il a été souligné que la corporéité contribuait au développement moteur et à la reconnaissance du corps par les enfants.

Ainsi, l'éducation physique vise à accroître, face aux activités sur la corporéité, les mouvements corporels pour le développement et l'apprentissage de la culture corporelle.

MOTS-CLÉS: corporalité, éducation de la petite enfance, pratique de l'enseignement.

CORPORATIVO: LA PRÁCTICA DOCENTE DEL PROFESOR DE EDUCACIÓN FÍSICA

Basado en prácticas pedagógicas, el proceso de Corporeity se hace necesario para el desarrollo cognitivo y motor del niño. Para esto, la praxis educativa centrada en la acción docente del profesional de Educación Física se vuelve primordial. En este sentido, el tema de Corporeality se desarrollará en la práctica dentro de las clases de Educación Física, con el objetivo de analizar las contribuciones que la Corporeality puede ofrecer a los estudiantes de jardín de infantes.

Esta investigación se centra en los principios de naturaleza cualitativa, realizada en una Escuela de la Red Municipal de Educación, ubicada en la ciudad de Ponta Grossa - Pr. Este trabajo consiste en abordar este tema con actividades tales como: círculos de conversación con los estudiantes, carteles de partes del cuerpo, presentaciones en video y clases prácticas.

Por lo tanto, el maestro tendrá un papel muy importante a lo largo de sus clases, ayudándoles a conocer e identificar su cuerpo, para que desde esta primera fase comprendan la importancia de la Corporeidad con las actividades de integración y socialización.

Como resultado de esta investigación, se enfatizó que Corporeality ha estado contribuyendo al desarrollo motor y al reconocimiento del cuerpo por parte de los niños.

Por lo tanto, la Educación Física tiene como objetivo aumentar, frente a las actividades de Corporeality, realizar movimientos corporales para el desarrollo y el aprendizaje sobre la cultura corporal.

PALABRAS CLAVE: Corporeidad, Educación Infantil, Práctica Docente.

CORPOREIDADE: A PRÁTICA DOCENTE DO PROFESSOR DE EDUCAÇÃO FÍSICA

Alicerçado em práticas pedagógicas, o processo de Corporeidade se torna necessário para o desenvolvimento cognitivo e motor da criança. Para isso, a práxis educativa centrada na ação docente do profissional de Educação Física, torna-se primordial. Nesse sentido, o tema Corporeidade será desenvolvido na práxis dentro das aulas de Educação Física, objetiva-se analisar as contribuições que a Corporeidade pode oferecer aos alunos da Educação Infantil.

A presente pesquisa centra-se nos princípios de cunho qualitativo, realizada em uma Escola da Rede Municipal de Ensino, situada no Município de Ponta Grossa – Pr. Esse trabalho consiste na abordagem do referido tema com atividades como: rodas de conversa com os alunos, cartazes sobre as partes do corpo, apresentação de vídeos e aulas práticas.

Desse modo, o professor terá um papel muito importante ao longo de suas aulas, auxiliando-os a conhecer, e identificar o seu corpo, para que desde essa primeira fase entendam a importância da Corporeidade com atividades de integração e socialização.

Como resultado da referida pesquisa, foi ressaltado que a Corporeidade vem colaborando para o desenvolvimento motor e reconhecimento do corpo pelas crianças.

Sendo assim, a Educação Física tem por finalidade crescer, diante das atividades sobre a Corporeidade, realizando movimentos corporais para o desenvolvimento e aprendizagem sobre a cultura corporal.

PALAVRAS-CHAVE: Corporeidade, Educação Infantil, Prática docente.