

18 - THE CHARACTERISTICS OF THE PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION AND INITIAL SERIES: A STUDY AT THE ENCHANTED COUNTY – RS

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INTRODUCTION

The main objective of physical education in school is to educate through the movement, educate body and mind. Thus contributing to the development of every student's potential, combining physical, mental and social aspects (Mattos, 2003). According to Mattos and Neira, 2002 is very important that the teacher encourages social issue during physical education classes. Creating, with the need to solve problems encountered during the games and activities, class of opportunities to solve them openly. Search discuss with the class the creation of rules to follow in the activities and classes allows students to defend their opinions, learning to consider the ideas of other colleagues and to give voluntarily to personal wills, accepting the group.

Man needs to play to get in touch with the essence of his life as stated Soller, 2005 and to use its symbolic representation capacity, which can be seen from a young age, at which time the child does not speak or does not have ability definite expression of spoken language using the body and movement to communicate and express their will.

Within this perspective the present study has the general objective to describe the characteristics of physical education in elementary schools and in the early grades of elementary school.

METHOD

In cross this study were subjected 20 teachers female, working in preschool to fifth grade of elementary school, 108 students 8-11 years old, pre school students to the fifth year, belonging to Charming municipality - Rio Grande South, totaling 128 individuals.

Using for data collection an applied and validated questionnaire on work completion course Feustler (2008); an open and closed questionnaire, based on the adaptation of Barros, MVG, Nahas, MV, measures of physical activity: theory and application in different population groups. London: Midiograf, 2003. After collected data were worked in SSPS for Windows, where average were made, and the tables for analysis and discussion of results.

RESULTS

Observing Table 1, we note that in general there is a satisfaction in the classroom, as 95% of teachers, and 100% of students consider themselves satisfied with the lessons. And 40% of teachers associate the satisfaction the suitability of activities age and situation of children, and 25% associate the aid that practice makes motor development and improvement in attention and skills. Among the students' responses, we point out that 60.6% say they are satisfied by reason of the proposed activities are interesting, fun and cool under his vision. And yet 13.5% pointed out that the lessons are satisfactory, because you learn many things.

Satisfaction in Physical Education teachers and students view	Replies / Schools	No professional Physical Education	Presence of professional Physical Education	Total		
		n (%)	n (%)	n	%	
Teachers (20)	Yes they are satisfactory	11 (55)	8 (40)	19	95	
	They are regular	0(0)	1 (5)	1	5	
Students (108)	Yes they are satisfactory	58 (53,7)	50 (46,3)	108	100	
Explanation as to satisfaction in physical education classes in teacher vision and students	Open answers grouped by similarity					
	Teachers (20)	They are according to Age and reality of children;	3(15)	5(25)	8	40
		Activities according to the taste of children;	3(15)	2(10)	5	25
		Contemplating various activities are offered to all;	3(15)	0(0)	3	15
		Help in motor development, attention and skills;	1(5)	1(5)	2	10
		Achieve the proposed objectives;	1(5)	0(0)	1	5
	Should be worked more body issues;	0(0)	1(5)	1	5	
	Students (104)	They are according to Age and reality of children;	37(34,3)	26(24,3)	63	60,6
		The classes are fun, interesting and legal;	0(0)	14(13,5)	14	13,5
		Activities according to the taste of children;	11(10,5)	1(1)	12	11,5
They learn a lot of things;		3(2,8)	8(7,8)	11	10,6	
Are educational activities;		3(2,8)	1(1)	4	3,8	

Table 1 - Frequency and percentage of the degree and kind of satisfaction in Physical Education

As Table 2 we analyze 100% of teachers answered affirmatively, relating to stimulating sports practice, 35%; 25% believe that there is an improvement in relationships and affection. Only 7.4% of students responded that there is no influence of physical education classes, and most of those who responded negatively were no professional schools of physical education. Among the 92.6% who said that there is influence, 27.1% agreed with the teachers, relating the same with the stimulus sports practice; of which 22.3% were without professional school students in physical education. It is noteworthy that students emphasized important points, which did not appear in the responses of teachers, as a body of knowledge, 7.5%, and health care, 22.4%, the latter the most outstanding students who do not have classes with physical education teacher.

The Physical Education classes influence the school and family life of a child.	Replies / Schools	No professional Physical Education	Presence of professional Physical Education	Total		
		n (%)	n (%)	n	(%)	
Teachers (20)	1 – Yes	11(55)	9(45)	20	100	
Alunos(as)(108)	1 – Yes	52(48,1)	48(44,5)	100	92,6	
	2 – No	6(5,5)	2(1,9)	8	7,4	
In that sense the physical education classes influence the school and family life of a child, according to the perspective of teachers and students.	Open answers grouped by similarity					
	Teachers (20)	1 - Encouraging exercise and sports;	4(20)	3(15)	7	35
		2 - Improvement in relationships (affective);	3(15)	2(10)	5	25
		3 - In the playful sense, learning games, motor coordination, agility;	1(5)	1(5)	2	10
		4 - Length and respect the rules and values;	0(0)	3(15)	3	15
		5 - Calm children;	2(10)	0(0)	2	10
		6 - Discovery talents;	1(5)	0(0)	1	5
	Students (104)	1 - Encouraging exercise and sports;	24(22,3)	5(4,8)	29	27,1
		2 - Improvement in relationships (affective);	0(0)	8(7,5)	8	7,5
		3 - In the playful sense, learning games, motor coordination, agility;	7(6,5)	12(11,3)	19	17,8
4 - Length and respect the rules and values;		0(0)	3(2,8)	3	2,8	
5 - Calm children;		0(0)	3(2,8)	3	2,8	
6 - Body of Knowledge;		3(2,7)	5(4,8)	8	7,5	
7 - Beware of health;		17(15,9)	7(6,5)	24	22,4	
8 - Do not responded;		7(6,5)	6(5,6)	13	12,1	

Table 2 - Number and percentage of answers about the influence of physical education, and in what sense interferes with school and family life

Table 3 it was observed that 25% of teachers and 0.9% of students answered that physical education is to develop motor function areas, the coordination, organization and cooperation; adding that over 40% of teachers and 1.9% of students responded that Physical Education has the primary duty work all, physical and mental, respect the rules and limits. The point most prominent pupils, 36.1% and only 10% of teachers, was to develop the health, integration and movement. Apart from all these points were also highlighted by the students studied as a function of physical education for children, teaching skills, 13.9%, body care, 15.7%, and the simple exercise and sports.

	Replies / Schools	No professional Physical Education	Presence of professional Physical Education	Total	
		n (%)	n(%)	n	(%)
Teachers (20)	Open answers grouped by similarity				
	Trabalhar o todo, físico e mental, respeito a regras e limites;	3(15)	5(25)	8	40
	Develop motor areas, and coordination, organization and cooperation;	4(20)	1(5)	5	25
	Notion of space, time and release energy;	1(5)	2(10)	3	15
	Help in attention and agility;	2(10)	0(0)	2	10
	Develop health, integration and movement;	1(5)	1(5)	2	10
Students (104)	Develop health, integration and movement;	26(24,1)	13(12)	39	36,1
	To take care of the body;	12(11,1)	5(4,6)	17	15,7
	8 -Practice exercises and sports;	8(7,4)	9(8,3)	17	15,7
	Teaching skills;	3(2,7)	12(11,2)	15	13,9
	They did not respond;	7(6,5)	4(3,7)	11	10,2
How is no such link.	Notion of space, time and release energy;	2(1,9)	3(2,7)	5	4,6
	Work all, physical and mental, respect the rules and limits;	0(0)	2(1,9)	2	1,9
	Develop motor areas, and coordination, organization and cooperation.;	0(0)	1(0,9)	1	0,9
	Help in attention and agility	0(0)	1(0,9)	1	0,9

Table 3 -Function of Physical Education, in the view of teachers and students.

Table 4 of 20 teachers surveyed, 90% perceive the relationship between subjects and between the 61.1% of the students who answered affirmatively, 28.7% are schools that have physical education professional. Noting then that there is a relationship between the physical education classes and other disciplines, because according to the teachers surveyed 15.8% say they perceive it an interdisciplinary the same in 22,2% said the questioned students.

Relationship between physical education classes and other	Replies / Schools	No professional Physical Education	Presence of professional Physical Education	Total		
		n (%)	n(%)	n	(%)	
Teachers (20)	Yes	10(50)	8(40)	18	90	
	No	1(5)	1(5)	2	10	
Students (108)	Yes	35(32,4)	31(28,7)	66	61,1	
	No	23(21,4)	19(17,5)	42	38,9	
How is no such link.	Open answers grouped by similarity					
	Teachers (20)	The coordination and organization development;	4(20)	3(15)	7	35
		A complete each other;	4(20)	3(15)	7	35
		Interdisciplinarity;	2(10)	1(5)	3	15
		They did not respond;	1(5)	1(5)	2	10
		Improvements in fine motor skills and abilities;	0(0)	1(5)	1	5
	Students (108)	Interdisciplinarity;	18(16,7)	6(5,6)	24	22,3
		The coordination and organization development;	4(3,7)	7(6,5)	11	10,2
		A complete each other;	1(0,9)	4(3,7)	5	4,6
		Sport research - history;	0(0)	5(4,6)	5	4,6
They did not respond;		35(32,4)	28(25,9)	63	58,3	

Table 4 - Frequency and percentage of the relationship between physical education classes and other subjects

DISCUSSION

By analyzing the function of physical education for the child, in the view of students and teachers proved to be the most diverse functions, from developing motor areas, the coordination, organization and cooperation to work all, physical and mental, respect the rules and limits. These results is in line with the results found in research Burger and Krug in Santa Maria (RS), in 2009, performed with three teachers from different schools, aiming to understand the reality of teaching Physical Education and influence understanding the importance of physical education teacher in kindergarten. With the results that the most relevant aspects regarding the physical education are the development of the student as a whole, it is extremely important to the development of cognitive, affective and psychomotor. Providing an environment where it stimulated creativity and research through play, considering that the child is constantly developing. Burger and Krug (2009) through survey also concluded that there is a need for imbalance in the function of conceptions of physical education by teachers who work with children, looking for a unique work of the movement, to reach an development of the various psychomotor needs in a class of children.

Comparing this research to held in Niterói, RJ, by Souza and Peixoto in 2006, with teachers of Physical Education and literacy class, eight middle-class schools, which aimed to research the education contribution physics to the process of cognitive learning in the literacy process. It is noticed that the same presents results pointing large contribution to the overall development through physical education to develop students in all dimensions, in a playful environment, as quoted by students and teachers of current research, thus promoting new learning and ideas.

In a study by Menezes (2007) in Passo Fundo-RS, in order to understand the changes in the corporeality of the students in the practice of education School Physical, through guided physical activities through interviews and observations with 23 elementary school students, had as results observations playfulness should permeate all activities, present in all disciplines, working a totality of the student, with a body of knowledge construction, and seeking to form critical and participative thoughts, which influences in all school subjects. Similar to what we found in our research, where students and teachers mentioned that physical education complete the other disciplines, therefore, indispensable.

Already comparing this research with the held in Niterói, RJ, by Souza and Peixoto (2006), with physical education teachers and literacy class, eight middle-class schools, which aimed to investigate the contribution of Fitness for the cognitive learning process during literacy process, it is observed that in one of the schools for a period intended for interdisciplinary work to integrate worked content, and in another there is only there interact to minimize development of specific child problems.

CONCLUSION

Through this work, it can be seen that teachers and students from preschool to the early grades of four schools surveyed in the Enchanted county - RS have many different views on physical education in their schools, but do not differ too where there is or unprofessional of Physical Education, which leaves this question open. But it appears that in general there is an appreciation of work of physical education by the professional classes without teachers trained in specific discipline.

Based on the views found on the Physical Education that school year both by teachers and by students through the available questionnaires, physical education has many different features, bringing knowledge and training of students as a whole, aiming to be beyond the sports practice, which It is not suitable for this age group, and seeking to develop skills through playful seeking to achieve the maximum possibilities of the students, who are under development. Period where physical practice guided by an appropriate professional in physical education may result in benefits for both academic achievement, as for body awareness and the need for the practice of physical activity for health maintenance. Thus, we can conclude that there are numerous features of school physical education in the period of early childhood education and the early grades of elementary school, making necessary the presence of a specialist in the discipline for which an interdisciplinary work becomes possible, seeking development full of individuals, body and mind grow and develop together.

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THE CHARACTERISTICS OF THE PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION AND INITIAL SERIES: A STUDY AT THE ENCHANTED COUNTY – RS

ABSTRACT

A key feature of physical education in school is to educate through movement, contributing to the development of every student's potential, combining physical, mental and social. This study of exploratory descriptive character, aims to describe the characteristics of physical education in elementary schools and in the early grades of elementary school, four schools in the municipality of Encantado - RS. They were subjected to this study, 20 female teachers, who work in preschool to fifth grade of

elementary school, 108 students 8-11 years old, students Encantado - RS, totaling 128 individuals. Through the data collected in this study we point out that 40% of teachers believe that the primary function of physical education is to work the whole, physical and mental, respecting rules and limits. His students, 36.1% said the most important aspect is to develop the health, integration and movement. 35% of teachers and 27.1% of students believe that school physical education influences in life in order to stimulate sports. Interdisciplinary was cited by only 15% of teachers and 22.1% of students questioned the relationship with other disciplines. It concludes that physical education is present in the reality of all those surveyed, reporting great satisfaction by the students in their school physical practices, and falling short as interdisciplinarity, which can not remain only in theory and books, should be used as an important weapon in working with children. Since physical education search in this school year, according to a study to be beyond the sports practice, which is not suitable for this age group, seeks to develop skills through play to reach the maximum possibilities of the students, which is under development.

KEYWORDS: Physical Education; physical activity; school

LES CARACTERISTIQUES DE LA ÉDUCATION PHYSIQUE DANS EDUCATION DE LA PETITE ENFANCE ET SÉRIE INITIALE: UNE ÉTUDE A UN NIVEAU DU COMTÉE ENCHANTÉ – RS

RÉSUMÉ

Une caractéristique clé de l'éducation physique à l'école est d'éduquer à travers le mouvement, en contribuant au développement du potentiel de chaque élève, alliant physique, mental et social. Cette étude de caractère descriptif exploratoire, vise à décrire les caractéristiques de l'éducation physique dans les écoles primaires et dans les premières années de l'école primaire, quatre écoles de la municipalité de Encantado - RS. Ils ont été soumis à cette étude, 20 enseignants de sexe féminin, qui travaillent dans l'enseignement préscolaire à la cinquième année du primaire, 108 élèves âgés de 8-11 ans, étudiants Encantado - RS, totalisant 128 personnes. Grâce aux données recueillies dans cette étude nous soulignons que 40% des enseignants pensent que la fonction première de l'éducation physique est de travailler ensemble, physiques et mentales, en respectant les règles et les limites. Ses étudiants, 36,1% ont dit l'aspect le plus important est de développer la santé, l'intégration et le mouvement. 35% des enseignants et 27,1% des étudiants croient influences d'éducation physique de l'école dans la vie afin de stimuler les sports. Interdisciplinaire a été citée par seulement 15% des enseignants et 22,1% des étudiants en ce qui concerne la relation avec d'autres disciplines. Il conclut que l'éducation physique est présente dans la réalité de toutes les personnes interrogées, les rapports grande satisfaction par les étudiants dans leurs pratiques physiques scolaires, et de tomber à court de l'interdisciplinarité, qui ne peut rester seulement dans la théorie et des livres, devrait être utilisé comme une arme importante dans le travail avec les enfants. Depuis la recherche de l'éducation physique dans cette année scolaire, selon une étude d'être au-delà de la pratique sportive, ce qui ne convient pas pour ce groupe d'âge, cherche à développer des compétences à travers le jeu pour atteindre les possibilités maximales des étudiants, ce qui est en cours de développement.

MOTS-CLÉS: Physique éducation; activité physique; école.

LAS CARACTERÍSTICAS DE LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN DE LA PRIMERA INFANCIA Y LA SERIE INICIAL: UN ESTUDIO EN EL CONDADO ENCHANTED – RS

RESUMEN

Una característica clave de la educación física en la escuela es educar a través del movimiento, lo que contribuye al desarrollo del potencial de cada estudiante, la combinación de bienestar físico, mental y social. Este estudio de carácter descriptivo exploratorio, tiene como objetivo describir las características de la educación física en las escuelas primarias y en los primeros grados de la escuela primaria, cuatro escuelas en el municipio de Encantado - RS. Ellos fueron sometidos a este estudio, 20 mujeres docentes, que trabajan en preescolar a quinto grado de primaria, 108 estudiantes de 8-11 años de edad, estudiantes Encantado - RS, por un total de 128 individuos. A través de los datos recogidos en este estudio destacamos que el 40% de los profesores creen que la función primordial de la educación física es trabajar en equipo, físicas y mentales, respetando las reglas y límites. Sus alumnos, el 36,1% dijo que el aspecto más importante es el desarrollo de la salud, la integración y el movimiento. 35% de los profesores y el 27,1% de los estudiantes creen que las influencias de educación física de la escuela que en la vida con el fin de estimular el deporte. Interdisciplinario fue citado por sólo el 15% de los profesores y el 22,1% de los estudiantes en la relación con otras disciplinas. Llegamos a la conclusión de que la educación física está presente en la realidad de todos los encuestados, reportando gran satisfacción por los alumnos en sus prácticas físicas de la escuela, y la caída más corta en la interdisciplinariedad, que no puede permanecer sólo en la teoría y los libros, debe ser utilizado como un arma importante en el trabajo con niños. Desde la búsqueda de la educación física en la escuela este año, según un estudio para estar más allá de la práctica deportiva, que no es adecuado para este grupo de edad, busca desarrollar habilidades a través del juego para llegar a las máximas posibilidades de los estudiantes, que se encuentra en desarrollo.

PALABRAS CLAVE: Educación Física; actividad física; escuela

AS CARACTERÍSTICAS DA EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL E SÉRIES INICIAIS: UM ESTUDO NO MUNICÍPIO DE ENCANTADO – RS

RESUMO

Uma das principais características da Educação Física na Escola é de educar através do movimento, contribuindo para o desenvolvimento de todo potencial do educando, unindo aspectos físicos, mentais e sociais. Esse estudo de caráter descritivo exploratório, tem como objetivo descrever as características da Educação Física nas escolas de educação infantil e nas séries iniciais do ensino fundamental, em quatro escolas do município de Encantado - RS. Foram sujeitos do presente estudo, 20 professores do sexo feminino, que atuam na pré-escola ao quinto ano do ensino fundamental, 108 alunos de 8 a 11 anos, estudantes do município de Encantado - RS, totalizando 128 indivíduos. Através dos dados coletados no presente estudo destacamos que, 40% dos professores acreditam que a função primordial da Educação Física é trabalhar o todo, físico e mental, respeitando regras e limites. Seus alunos, 36,1%, afirmaram que o aspecto mais importante é desenvolver a saúde, integração e movimento. 35% dos professores, e 27,1% dos alunos, acreditam que a Educação Física escolar influencia na vida de maneira a estimular a prática esportiva. A interdisciplinaridade foi citada apenas por 15% dos professores, e 22,1% dos alunos, ao questionado a relação com as demais disciplinas. Conclui-se que a Educação Física está presente na realidade de todos os pesquisados, relatando grande satisfação por parte dos alunos, em suas práticas físicas escolares, e deixando a desejar quanto a interdisciplinaridade, que não pode ficar só na teoria e nos livros, deve ser usada como uma importante arma no trabalho com crianças. Sendo que a Educação Física busca, nesse período escolar, conforme estudo ser além da prática esportiva, que não é adequada a essa faixa etária, busca desenvolver habilidades através do lúdico para alcançar as máximas possibilidades dos alunos, que se encontra em fase de desenvolvimento.

PALAVRAS-CHAVE: Educação Física; atividade física; escola.