

85 - PHYSICAL EDUCATION AND CHILDHOOD: A SYMBIOTIC RELATIONSHIP

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INTRODUCTION

The reasons of my option by the research object that gave origin to this article⁶ they base in my professional and academic walk, based on individual's integral formation and of the citizen, as well as in matters that get uploaded in front of the studies advance on the pedagogical importance of the Physical Education as curricular content compulsory of the basic teaching, as the Guidelines and Bases Law of the National Education (LDBEN) of 1996, that, in your article 26th- already with the current text, due to all the alterations established by the Law n. 10.793, from 1st of December 2003-tells:

§ 3rd The physical education, integrated to the pedagogical proposal of school, is curricular component compulsory of the basic education, it is curricular component compulsory of the basic education, being its facultative practice to the student:

I- that meet equal a day's work or superior to six hours;

II- larger of thirty years old

III- THAT is rendering initial military service or that, in similar situation, is thanks to the practice of physical education.

IV- aided by the Decree-law n. 1044, of 21 of October 1969;

V- vetoed

I saw- that has offspring (Brazil, Law n.9394, 1996, art.26)

Studious of the education, there is already some time, recognize the need and the benefits of the physical activities and of the Education Physical for children in the development phase, by the qualities that this develops in the motive area how much in the cognitive, affective or social. Among these cite Piaget(1954, 1969, 1970, 1971, 1972, 1974, 1976, 1977, 1978), Vygotsky(1984, 1987, 1988, 1989, 1991), Galahue, (1968, 1982, 1983, 1993, 1994, 1996, 2003), Freire (1989, 1996, 1997). All of these studious of development line defended the importance of the physical activities in the human being development process and some related these activities to the good school utilization, as they indicate us Lapiere and Aucouturier (1986, p.79) when they affirm:

[...] The space domain, of time, of the form, of the line, of the sound, of the rhythm, of the structure, acquired in the existence occasion with the objects and the others, favors very the reading learning and of the writing, even that these notions are profoundly integrated in a total participation in all conscience levels. When the child has the wish to write, she will find itself, available, all of these elements without are necessary to do a systematic and rational study of them.

IMPORTANCE OF THE GAME

With base in the cited authors, besides its influence in the cognitive aspect, it realizes in the physical activities- notably those related to games⁷- an important influence in the establishment and in the concepts assimilation, because the child, by means of the relation among rules of the games and the ones of company and social and cultural bedding of its community, it uses them as an equivalent tool to a life laboratory, once, by means of the association among situations of throw with other lived at your everyday, assist in the comprehension of the society social and cultural interrelation complex mechanisms in which she inserts. According to Vigotsky (1998,p.112),

The toy supplies wide basic structure for needs changes and of the conscience. The action in the imaginative sphere, in an imaginary situation, the creation of the voluntary intentions and the plans formation of the real life and volitives motivations- everything appears on the toy, that we constitute, this way, in the higher level of preschool development. The child it develops, essentially, through the toy activity. Only in this sense the toy can be considered a conductive activity that determines child's development.

Vygotsky (1998, p.112) elucidates the decisive importance of the game in the child's development by means of her Development Zone theory Proximal, described for him as " the distance between level of real development, that we use to determine through the independent solution of problems, and the level of potential development, determined through the problems solution under the orientation of an adult or in collaboration with abler companions", what we reinforce in this and other Byelorussian thinker's words, when it affirms:

[...] The toy creates a development proximal zone in the child. In the toy, the child always if floodgate besides the habitual behavior of its age, besides your daily behavior; In the toy is as if she was larger than is in fact. As in the focus of an increase lens, the toy contains all the development tendencies under form condensate, being, he himself, a development great source. (VYGOTSKY, 1998, p.134).

⁶Master Degree dissertation in education " The generalist teacher in the classes of physical education: Knowledge's and practices".

⁷Here refer to the games with symbolic character, because these, usually, behave imaginary situations and rules of own conduct that allow to the child establish an association between real and the imaginary.

Compete therefore, to the teacher, in the planning of their pedagogical actions, insert the game in the teaching-learning process, establishing meaning and intentionality for this action, avoiding it administers him just with ludicrous intentionality- not forgetting, however, that that also is an important goal to be reached in the classes of physical education, could be until "the" activity goal, since this intentionality be explicit-, but as a learning instrument that promotes the concepts and values construction, provided by the solution of inherent problems to the physical contact and to the contest. It would be to ally the pleasure to the significant practice, as they indicate us Lapierre and Aucouturier (1986), when they tell:

What we want to conserve in the child (...) is the dynamic acquisition of the knowledge through an existence that conserves in himself and for himself its affective dimension. This emotional existence is found initially in the purer state to the level of the spontaneous situations that are determined by the pleasure search of living your body in relation with the world, with the space, with the objects, with the others (LAPIERRE;AUCOUTURIER, 1986, p.24).

It is important note that, when providing to the children a contact with these games, it should pay attention to the reactions, difficulties and desires of them, using this strategy as a pedagogical opportunity to problematize some subject that is demand of a student, of the group or even of the teacher or, yet, to redirect actions. MEC's Orientation itself for the Infantile Education, in your Referential National Curricular for the Infantile Education, indicates the pedagogical importance of the game in the educational process, when it affirms:

The jokes of make-believe play, the construction games and the ones that own rules, like the society games (also called board games), games traditional, didactic, corporeal etc, propitiate the integral vision of the infantile knowledge by means of the ludicrous activity [...]. By means of the jokes the teachers can observe and to constitute a development processes vision of the children in set and of each one in particular, registering their languages use capacities, as well as of her social capacities and of the affective and emotional resources that dispose. It is necessary that the teacher has conscience that in the joke the children recreate and stabilize that that knows about the knowledge most several spheres, in a spontaneous and imaginative activity (Brazil, 1998,p.28)

However, is not enough develop the body seeking the notion establishment of corporeal image and of the development children's motor, or even of the acquisition of motor abilities or development of physical capacities. Before this, it is necessary to consider, according to Betti (2002, p.75), that

If the student learns the technical foundations and tacticians of a collective sport, also needs to learn to organize itself socially to practices him, needs to comprehend the rules as an element that turns the possible game (therefore also is necessary that learns to interpret and to apply the rules for himself), learn to respect the opponent as a companion and not an enemy, because without he there is not sporty competition.

CONTEXT AND MEANING

Therefore, so that the learning be something palpable, contextualized, for our students, allowing them the glimpse of a meaning therein that apprehends, the Physical Education comes adopting in the last years, as part of their programmatic contents, activities that keep narrows relation with our children's sociocultural everyday. Mauro Betti (1997,p.75) when citing the contents that should be worked on the School Physical Education, tells:

The Physical Education while curricular component of the Basic Education should take over then another task: Introduce and to integrate the student in the body culture of the movement, forming the citizen who goes produce it, reproduce and transforms it, instrumentation for use the game, of the sport, of the rhythmical activities and of the dance, of the gymnastics and practices of physical ability, in quality of live benefit. " The integration that will enable use of the body culture of action there is of being full- it is affective, social, cognitive and motive. It is worth tell, it is the integration of its personality".

Souza (2005), then, carries us to understand that the classes of Physical Education should contribute for citizens' freelance, critical and entire formation, aided in coherent pedagogical actions with the sociocultural context in which these children are inserted- that should demonstrate meaning in her practices- enabling the establishment of a relation between that happens at school and the everyday of them, allowing, this way, better knowledge assimilation acquired in the school environment.

Still according to the author,

school, thus thought, extrapolate the scope of the intellectual activity, that is still emphasized in the traditional school context, and it seeks strategies to consider for corporeality as element of human formation, because is her who materializes our existence in the world, fitting assure her to the students access to the cultural goods, to the knowledge that guarantee autonomy regarding your body and the exercise of the citizen⁸.

Finally, Elenor Kunz (2003, p.79) tells that the " human action as language is always a conduct for something[...]. In this sense, the action raise the seen being as " a dialog between Man and the World". Thinking under that prism, the corporeal practices accomplished in the scope of the Physical Education are not simple reactions for stimulus, but they establish a relation between individual and the context in which insert.

With base in this premises, the physical education presents particularities as knowledge area that demands dealings and relative studies to the pedagogy and to the didacticism specific of the area and of the education regarding the cognitive, affective, social development and child's motor, to the physiology, to kinesiology, to the human anatomy, to the own contents of the Physical Education- that are not just instituted as it sees her the common sense, with games/jokes and sports, but also by the dance, by the gymnastics, by the fights, by the folklore, by the theater, among so many other contents- and other aspects compulsory in licenciature courses curriculums in Physical Education, as we verify in the Education Federal Board Resolution n.7, of 31 of March 2004, that institutes the National Curricular Guidelines for the graduation courses in Physical Education, in superior level of full graduation. Tells the document:

⁸Lecture pronounced by the teachers from Santo Agostinho School in Belo Horizonte on April 30th, 2005 by the teacher Eustáquia Salvador de Sousa.

Art. 6th The competences of social political nature, ethical-morale, technical professional and scientific should constitute the formation pedagogical project nuclear conception of the graduated in Physical Education.

§ 1st The formation of the graduated in Physical Education should be conceived, planned, operationalized and evaluated aiming at acquisition and development of the following competences and abilities:

- Dominate the conceptual knowledges, procedural and attitudinal specific of the Physical Education and those from similar sciences, guided by social values, live, ethical and aesthetic properties of a plural and democratic society.

- Search, know, comprehend, analyze, evaluate the social reality for in her intervene academic and professionally, by means of manifestations and expressions of the human action, thematized focus in the gymnastics physical exercise different forms and modalities, of the game, of the sport, of fight/martial arts, of the dance, aiming at formation, the enlargement and cultural enrichment of the society to increase the adoption possibilities of a physically active and healthy lifestyle.

- Intervene academic and professionally of deliberated form, adapted and ethically marked in the prevention field, promotion, health protection and rehabilitation, of the cultural formation, of the education and motor reeducation, of the revenue physicist-sporty, of the leisure, of the enterprises administration related to physical, recreative and sporty activities, besides other field that opportune or come to opportune the practice of physical, recreative and sport activities.

- Take part, assessing, coordinate, lead and manage multiprofessionals team of discussion, of definition and of operationalization of public and institutional politic in health, leisure field, of the sport, of the education, of security, urbanization, of the environment, of the culture, of work, among another.

- Diagnose the interests, the expectations and the needs to people (children, youth, adults, elderly, deficiency people carriers, of groups and special communities) so as to plan, prescribe, teach, guide, advise, supervising, control and to evaluate projects and programs of physical, recreative and sporty activities in the prevention perspectives, promotion, protection and health rehabilitation, of the cultural formation, of the education and motor reeducation, of the revenue physicist-sporty, of the leisure and of other field that opportune or come to opportune the practice of physical, recreative and sport activities.

- Accompany the academic-scientific transformations of the Physical Education and of similar areas by means of the critical analysis of the literature specialized with the continuous update purpose and academic-professional production.

- Use information technology resources and of the form communication to enlarge and to diversify the forms of interacting with the production sources and of diffusion of specific knowledges of the Physical Education and of similar areas, with the continuous update purpose and academic-professional production.

§ 2nd The Higher education Institutions will be able to incorporate other competences and abilities that were shown adapted and coherent with your pedagogical projects.

§ 3rd The competences definition and general and specific abilities that will characterize teacher's academic-professional profile of Physical Education, licenciature full in Physical Education, should ruler itself in Education National Board own legislation.

Art 7th Will fit to the Higher education Institution, in the graduation course curricular organization in Physical Education, articulate the units of knowledge of specific and enlarged formation, defining the respective denominations, emends and load time in coherence with the conceptual mark and the competences and abilities craved for the professional who intends to form.

§ 1st The Enlarged Formation should embrace the knowledge next dimensions:

- a) Relation human being
- b) Biological of the human body
- c) Production of the scientific and technological knowledge.

§ 2nd The Specific Formation, that embraces the knowledges identifiers of the Physical Education, should contemplate the next dimensions:

- a) Cultural of the human action
- b) Technician-instrumental
- c) Didactic-pedagogical

§ 3rd For Higher education Institution criterion, the graduation course pedagogical project of Physical Education will be able to propose one or more thematic cores of deepening, using up to 20% of the total load time, articulating the units of knowledge and of experiences that will characterize it.

§ 4th The pertinent matters to the regional peculiarities, to the cultural identities, to the environmental education, to work, to the needs to deficiency people carriers and of groups and special communities should be boarded in the formation knowledges treatment of the graduated in Physical Education (Brazil, 2004).

FINAL CONSIDERATIONS

One of the discussions developed in the academic means tells respect to the need to form reflexive teachers⁹, that can also be in syntony with a reflexive school, aiming rethink the professional practice so much individual as collective, or of the school inserted in an educational context. According to Schon (1983, apud PERRENOUD et Al 2001, p.14).

⁹According to Pimenta (2005 p.18), " [...] right from the start of the years 1990 of century XX, the expression " reflexive teacher" it took care of the educational scenery, confusing the reflection while adjective, like human being's own attribute, with a theoretical action of comprehension of the educational work".

[...] The professional thought in situation is conceived as one " reflection inside the action, " a thought applied based on cognitions in situation". These cognitions are at the same time " taken root in the own situation" and " framed in the professional's specialist action".

In this sense, according to Altet (2001, p.25) when the teacher manages to contextualize his practice, the knowledges with the which ones he works " they pass the autonomous and professed being, that is, explicated orally of rational form, and the teacher is able to relate them."

For being objective of school contemplate strategies adequate for the abilities and competences acquisition wished for the formation of their young as citizens, also should be preoccupation of the Physical Education to develops them. There is, now taking as example the municipal public net in Belo Horizonte, an exploitation on the need to put the body back in school agenda, so that this occupies your space in the teaching-learning process, as it affirms the document that gave origin to the Plural School (Belo Horizonte, 2002, p.26)

In the school routine there are scarce times for the corporeal and manual action, disregarding that not only the Physical Education and the Artistic Education , but all the disciplines use a procedures set for motricity dexterities domain, of manipulation, of movement, of action, of production [...]. The body's education- not your training and control- deserves larger attention in the school processes. It is one of the more lamentable lacunas in our pedagogy. Put back the body in the centeredness that he has in the construction of our identity and of the totality of our culture demands professional creativity. Of all of us.

So that this happens, there is the need to professional that manages to put this body pedagogy in practice. With base in the teachers interviewees explanation in my research, concerning about of the insecurity and of the anguish to exert/or plan relative actions to the classes of physical education, besides the observations of their practice, it can infer that the performance of a teacher of Physical Education- carrying in account the study object- would be adequate for the development of this task, with the quality and the necessary approach to its demand. Even carrying in consideration that does not exist in the legislation determination laxative so that this function be just exercised by the teacher licentiate in the area, it recognizes that the professional who detains the knowledges and specific knowledges, in other words, the necessary instrumental to exercise well this function, is the teacher of Physical Education.

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PHYSICAL EDUCATION AND CHILDHOOD: A SYMBIOTIC RELATIONSHIP

ABSTRACT

Composed of fragments of a dissertation for a Master's degree in Education, this article deals with knowledge about the subject of Physical Education. It mainly examines the use of games as an important instrument in the teaching-learning process. Putting this analysis into context, it seeks to establish a parallel between the work of generalist and specialist teachers, in regular physical education classes.

KEY-WORDS: Physical education. Practical knowledge. Teacher training.

ÉDUCATION PHYSIQUE ET ENFANCE: UNE RELATION SYMBIOTIQUE

RÉSUMÉ

Composé de fragments de la thèse pour la maîtrise en éducation, le présent document se concentre sur l'espace de la connaissance de l'éducation physique. Se concentre sur l'utilisation du jeu comme un outil important dans le processus enseignement-apprentissage. Contextualisant cette analyse cherche à établir un parallèle entre les actions des enseignants généralistes et spécialistes en matière de programmes scolaires d'éducation physique.

MOTS-CLÉS: l'éducation physique. Connaissances. Formation des enseignants.

LA EDUCACIÓN FÍSICA Y LA INFANCIA: UNA RELACIÓN SIMBIÓTICA**RESUMEN**

Constituido por fragmentos de disertación para el Maestría en Educación, este artículo trata sobre el área de conocimiento de la Educación Física. Aborda principalmente la utilización del juego como un instrumento importante en el proceso de enseñanza-aprendizaje. Contextualizando este análisis, busca establecer un paralelo entre la actuación de profesores generalistas y especialistas, en clases curriculares de Educación Física.

PALABRAS CLAVE: Educación física. Saberes. Formación docente.

EDUCAÇÃO FÍSICA E INFÂNCIA: UMA RELAÇÃO SIMBIÓTICA**RESUMO**

Constituído por fragmentos de dissertação para o Mestrado em Educação, este artigo versa sobre a área de conhecimento da Educação Física. Aborda principalmente a utilização do jogo como instrumento importante no processo de ensino-aprendizagem. Contextualizando esta análise, busca estabelecer um paralelo entre a atuação de professores generalistas e especialistas, em aulas curriculares de educação física.

PALAVRAS-CHAVE: Educação física. Saberes. Formação docente.

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