# 147 - THE DAILY PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION: EXPRESSIONS OF SPEECH TEACHER

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## 1- INTRODUCTION

The Early Childhood Education is a component of basic education that helps children aged between zero and six years old, and that is configured as spaces where children should be cared for and educated by qualified professionals and know the stages of development child in each age group. It is defined by the LDB offered as one step in the educational day care (0-3 years) and in preschool (4-6 years), the latter focus of this work is to analyze the contributions of physical education in everyday kindergarten.

With the publication of the Law of Guidelines and Bases of National Education (LDB 9394/96) which stated that "Physical education is integrated into the pedagogical school, is a component of basic education curriculum, adjusting for age and conditions of school population, with optional courses in the evening, "intensified the discussions on Physical Education in Early Childhood Education (Brazil, 1996).

To understand the relationship between Physical Education and Early Childhood Education, will discuss the work over a brief history of early childhood education and the aims of Physical Education for the development of the child, emphasizing the importance of play activity as educational proposal. The choice of this problem comes from my interest in the importance that physical education is in Early Childhood Education at work and believe that physical education makes it possible for a child's development, because of this I propose a survey to verify the representations of teachers working in institutions that serve children under 5 years.

I intend to examine whether teachers who work at this level of education are committed to the school's educational project, taking into account the social reality in which children are inserted, and whether they are giving children the practices of body movement, such as games and play that are so essential to the development of human faculties, and other learning and contributing to aid in the interpretation of the world by the children with whom they work.

Through the business to be aimed to understand how the integration of Physical Education and Early Childhood Education can assist in developing motor skills, cognitive, social and emotional child, contributing to an improvement in the quality of early childhood education and appreciation of this educational level.

## 2 – METHODOLOGY

The study site was the city of Astolfo Dutra-MG, specifically the public schools of the city.The study population was composed of teachers, linked to the Department of Education Astolfo Dutra. The sampling was probabilistic.

Faced with the problem and the proposed research objectives outlined, this is a field survey with analysis of discourse, where the interview was used as a method of data collection. The interviews were directed at teachers and recorded shortly after the answers documented. At first, explained the purpose of research, as well as the commitment to sending the final remarks of the study. Data were tabulated and analyzed and dialogue with the literature in question. Data were analyzed from the perspective of Discourse Analysis (Orlandi, 1996).

## 3-DISCUSSION AND ANALYSIS OF DATA

Then we have the perceptions of teachers about the importance, benefits and objectives of Physical Education in Early Childhood Education, as well as the relationship between physical education and pedagogical limits and possibilities.

### 3.1-Physical Education that we are talking about?

When asked about the understanding of Physical Education, one of the teachers in this sense had directed its content relating to sports, thus reducing the sense of it, when the sport is elected as the central activity of this area of knowledge, as can be seen below :

"A sports where the student will develop the aspect engine body" Teacher 1

"For me it encompasses the practice of sports, and psychomotor activities, especially in early childhood education" Teacher 6

We realize there a reduction in the range of knowledge in physical education, because, citing that it comes to physical education sports practices that foster the development does not take into account that the sport should be treated in school as a culture of body movement, along with games, fights, dance and gymnastics, content defined historically by man, and thus contribute to the cultural diversity of students.

The Physical Education should cooperate in the cultural plurality, and to reflect on their purpose in school, it is noted that should allow students to enjoy the diversity of their country and the world, solve problems in the body in different contexts; know the diversity of patterns of health, beauty and esthetics, achieve their right of citizenship to claim spaces and projects suitable for leisure physical activities, as well as recognize the appropriate working conditions, which do not harm your health (Toledo, 1999, cited by Magalhães, 2007).

Realized with the above quotation, contrasting with the placement of teachers, that related to Physical Education as a privileged field of sports event, think about the content of this discipline in the term "activities" does not include its specificity.

Another part of the teachers have the same understanding of the issue of linked Psychomotricity, where the motor aspects are allied to cognitive development, as can be seen below:

"In my thinking depends on the age, I think on the side of pre-school is more in motor coordination, not that physical education shaking, jumping, not the coordination to children first" Professor 3

"For me it's a good thing because it affects the laterality, motor coordination, physical space, it helps children" Teacher

"For me is to get the child to explore and develop motor skills, physical skills, they go beyond the energy out there, play games, competitions, develop friendship, it means that the student develops best in room." Teacher 5:

For a sample of teachers from the issue of embodiment and interaction with the world of culture can be seen in physical education classes, according to testimony below:

"It's a way to show students how the body is important and how it can move and how much we can do with it, for me the physical education for kindergarten is to make him discover their bodies showing them the skills he will have to use the body, how to handle things at home using the small body of them, I think that physical education for early childhood education is so important even more than in elementary school because it teaches the boys to discover his body their space to touch on that silly thing to roll over for us but it is a silly thing for them is very important, " Teacher 2

The speech of the teacher shows us that their understanding of Physical Education in Early Childhood Education is very wide, because he sees the move as an opportunity to educate people more creative and autonomous, and is based on his belief that we can relate it with the thought Mauro Betti, who says that Physical Education has a duty to educate citizens more critical, as we see in your quote that follows in sequence.

Thinking in Physical Education in the new historical context to which it entered, it must be reviewed with an appropriate change in their teaching. Physical education should take the responsibility of forming a more critical citizen, able to position itself in the face of new cultural forms of body movement - the spectacle of the sport-media, academic activities, alternative practices, etc.. On the other hand, it should be clear that the Brazilian school, even if he wanted, he could not catch up in structure and operation to the academies and clubs, not least because its function is not training athletes but citizens (BETTI, 2002).

**3.2 - On the Importance, Benefits and Objectives of Physical Education in Early Childhood Education**

When asked about the importance of physical education in kindergarten, all teachers in the sample related to Physical Education as the basis for subsequent activities, using the issue of psychomotor preparation for literacy, as can be seen below:

"Just part of the student to develop pro psycho" Teacher 1

"For me Physical Education in Early Childhood Education is the main part because the child only responds in writing within the room when you start to literacy, from the moment she knows her little body, and her little body is not only known arm, leg, eye and mouth, but what you can do it with your move, run, jump ta control the speed because all very connected, then the child who develops it and she is very successful in getting the literacy hour "Professor 2

"It encompasses the coordination, if the child does not have a physical education class led to the side of motor coordination, in the classroom it will interfere with, influence, at the time of writing, and all she is doing she will have no coordination, she does not know what is on top, bottom, side, forward, to bring, then it influences " Teacher 3

"For me it is very valid, without the physical education they get nothing in the room, like left and right, then they're going to the courtyard and through play, you can make several things, such as laterality, motor coordination, and they bring it inside room " Teacher 4

"It's developing abilities of the body, because the child needs many skills to work with the scissors, pencil, chalk" Teacher 5

"It is very important because they are the first steps in coordination, when working around the thickest part leading to the thinner parts, this will assist in writing" Teacher 6

The theoretical concepts that influenced physical education in preschool were recreation, psychomotor and motor development: Recreation understood as compensation for the massacre of energy spent in the classroom or as development activities with ends in themselves; as Psychomotricity instrumental activities and preparation for the 'future' - literacy - or as relational methodology, which confounded, pedagogically, with recreation, encouraged by a certain belief in the 'spontaneity', Motor Development, taking in the sport of their ultimate performance when applied to the Pre-School, tries to anticipate the skills training relevant to the formation of the athletes 'future' [emphasis added] (Saya, 1997, quoted by Bette, 2002).

Considering the speech of teachers, we realize that their views on physical education are focused on the psychomotor model, this design that have already influenced the Physical Education in Brazil, as you see in the quote above, so their outdated views on physical education in describing important that physical education is to develop the coordination to ensure your child's performance within the room. We sense there that the Physical Education thus loses its specificity, not an end in itself but is used as a means to learn the theoretical.

As for physical education in school according to their content in children's education, you need to look for a well differentiated by their goals and purposes, one must understand childhood as a stage that the child should be considered as the one who is not as will be the "child as a subject of social relations embedded in a particular social context" (Oliveira, 2003, quoted by KRUG, 2008), not as a generic, abstract and subjective, which is being prepared for something .

According to the teachers working in pre-school should be directed to the development of the child to assist in literacy, but as stated below the author, in Early Childhood Education must consider the child as it is today and not as a student of the future elementary school, to thereby contribute to a human.

When asked about the benefits that physical education brings to the daily lives of students, the teachers believe that the work of Physical Education in the aspect of coordination is what most affects students in their daily functions, as shown below:

"For the student who has a good motor coordination will develop better writing, I notice that my students directly by the student who can do everything I ask it in physical education is better in the room" Teacher 1

"It encompasses the coordination and influences when children write, I work with motor coordination" Teacher 3

Other parts of the sample teachers relate to physical education as important for the socialization of students, as shown below:

"All the benefits, such as engagement with the colleague, for example, I had students who could not jump rope, then they begin to mingle" Teacher 4

"Especially for socializing, sharing things, working together, because the pre-school is that" Teacher 6

A teacher of the sample gives more benefits that Physical Education brings to the daily, citing the issue of laterality, spatial perception, and the development of reasoning, as his statement below:

"As a physical education that develops the child to know his environment, his space she just getting smarter in order to realize what she has to take what she's down, when she's down, get up, turn, then everyday it all the time it is used, guy looks down here he has seen, looking guy here on the left side, then teach it to having cunning reasoning, he is more mature direction " Teacher 2

Another teacher believes that physical education can only bring benefits to daily life, if he values physical activity, according to his testimony:

"According to the child, because he has a child who understands what is a physical activity, others just want to play, so there's no benefit" Teacher 5

Early Childhood Education in Physical Education should get a prominent place, because this stage is that children are in full development of motor, cognitive, emotional and social, crossing the stage of individualism to the stage of group experiences, and is within the Physical Education class that has space, through play to develop the cognitive, affective and social, motor and emotional (Magalhaes, 2007).

The Physical Education classes are the ideal places to develop the cognitive, affective, motor and social development, however the teachers share these aspects of the sample, and each one believes that physical education enables the development of an engine or social aspect is , but not see them interconnected with a reduced vision of the contributions of the area.

The practice of Physical Education provides training to the child's personality and citizenship, whether through play, dance or gymnastics it helps in self-control, autonomy, socialization, cooperation, respect the rules and respect for differences and their limitations and others (Costa, 2002).

When asked about the purpose of physical education in kindergarten, some teachers in the sample prioritize your goal should be to develop motor, this sense incomplete physical education for today, as can be seen in the statements below:

"Developing the fine motor skills both as thick, because I've noticed that a student who has good coordination that has balance, movement, who can ride a foot, with two jumps, everything you ask to do it does well, this will help, for example a boy who jumps rope he can develop the best one that calms " Teacher 1

"It's the coordination" Teacher 3

Other teachers in the sample had a broader vision of your goal, look beyond the engine entering the social aspect, as shown below:

"Developing the motor skills of the child, respect for others, that physical education because it can give pleasure where you can while you have to correct you get the pleasure of it, leaving a time without playing, punishments are mild, but can teach you things you know to expect for the future, respect, are things of the day-to-day, motor coordination, the creative can we get it all with the physical education " Teacher 2

"Integrating the physical part of the child in the social" Teacher 6

Another teacher sees the sport as the aim of Physical Education in Early Childhood Education, as shown below:

"It would be ideal to explore the most part sport, had a better structure, to improve even more" Teacher 5

Another teacher of the sample believed that their goal is to develop learning, as can be seen below:

"Developing better learning experience for the boys" Teacher 4

When the field of Physical Education intervention is the daycare or preschool, the object of study becomes the movement or body of the young child, you should contribute to rethinking the child's body, the latter, the subject of Education Children. If we consider that the issue of Physical Education may be the "move the human and cultural objectifications their perspective on their participation / contribution to the education of man" (Bracht, 2000, quoted by Bette, 2002).

Physical Education in Early Childhood Education will enable children to discover, knowledge and experience of the move. Contributing to the education of children through their content of body culture, and encourage the expansion of movement experiences and building knowledge. The elements of physical culture are treated as knowledge to be systematized and interpreted by the children. Physical Education in Early Childhood Education will enable children to discovery, knowledge, experience, language expression and contributing to human development of the child through their specific content (Castilho, 2008).

Exposed before we note that the Physical Education in Early Childhood Education must be more qualified. It should also include the host, security, the place for emotion, for taste, for the development of sensitivity, it can not leave aside the development of social skills, not the domain of space and body and expressive modalities; should focus on the place for curiosity and the challenge and the opportunity to discover (BUJES, 2001).

The objectives of Physical Education in Early Childhood Education are diverse, we must think about the movement and the body of children in its multiple dimensions, however, the only goals that the teachers of the sample bothered to consider, were the motor development and social child, neglecting to mention many other goals that should be provided to children.

**4–CONCLUSION**

Physical Education in Early Childhood Education in a direct dialogue with the development of cognitive, social, motor and affective child, it is at this stage that the child is at the peak of expression of their motor functions that will be consolidated on the basis of their future acquisition and Physical Education class is an interesting space to provide experiences that encourage motor development in multiple dimensions.

The Early Childhood Education must be the place where children learn through movement and if we consider that the issue of physical education is moving, then justify their presence in children's education because the child's thinking is built first by way of action . This move should bring the children to know their own bodies, their movements, giving new meaning to them in a historical-cultural perspective.

The fun and games lead children to develop spontaneously, and influence the development of human capabilities, it provides the construction of autonomy, creativity and critical, because while playing children demonstrate higher levels of capacity than in other contexts, thus exhibiting a maximum competence. Therefore, teachers who work at this level should provide these educational experiences in an organized manner and meets your needs.

Physical education when it is not seen as a "practice of sports," his understanding is linked to psychomotor, as seen in the statements of the teachers in the sample, which leads us to realize that their ideas about reduced physical education, do not consider forms of physical culture movement, depriving the student to know the diversity of their country and world.

I emphasize at this point the testimony of a teacher of the sample, where it was his understanding on a broader perspective of Physical Education, which is to educate people more independent, his testimony shows that it related to Physical Education as a practice that leads students to discover their movements, their job, after all, thereby contributing to a training conversant with the issue of criticality and autonomy.

For teachers in the sample Physical Education matters only in kindergarten, because through it students will develop the motor skills they need for their functions within the room, physical education in this way is only a means to literacy. Its benefits for teachers are also related to motor coordination, which assist in the daily tasks of the child. We can see that physical education is all about coordination, for some teachers, not citing the cognitive, emotional, affective and social, which also belong to the area.

The games and they can play in the relationship establishes that physical education with the pedagogical practices of teachers, but it should not be elected as the central activity, as in this way are ignoring other content of physical education, and their planning must take motor into account the experience that each child brings their previous experiences.

The recreational activities are essential in early childhood education, and some teachers cite the games and play as

essential elements for Physical Education class is ideal, others cite factors such as stretching, or qualified teachers. But for a Physical Education class is ideal it is necessary to contribute to the cultural diversity of students, through the knowledge constructed by man as historically: the fights, sports, gymnastics, short rhythmic and expressive activities, not only fun and games.

Therefore, for Physical Education in Early Childhood Education will contribute effectively to the development of the child, it needs to be addressed in pre-school for professionals dealing with a pedagogical movement of children, one must take into account the distinctive motor, cognitive, affective and social, considering the child as a whole.

The perceptions of teachers have shown us that it contributes greatly to student learning, and through the interaction between Physical Education and Early Childhood lead students to develop fully, improving this educational level.

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**THE DAILY PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION: EXPRESSIONS OF SPEECH TEACHER**

**ABSTRACT**

This study analyzes the contributions of physical education in kindergarten. At first discuss some of the history of early childhood education, followed by their educational goals at this level in order to see how has been given the job of teachers serving children 0-5 years. For this, we conducted an interview with six teachers from public municipal schools of the city of Astolfo Dutra / MG. The results showed that their understandings of Physical Education have reduced feeling well and that does not include its specificity. It also revealed that their representations about the work of physical education to early childhood education are positive visions and believe in its importance to the development of the child.

**KEYWORDS:** Early Childhood Education, Physical Education, integral development.

**L'EDUCATION PHYSIQUE QUOTIDIENNE DANS L'EDUCATION PRESCOLAIRE: MANIFESTATION D'ENSEIGNANTS DISCOURS**

**RÉSUMÉ**

Cette étude analyse la contribution de l'éducation physique à l'école maternelle. Dans un premier temps de discuter un peu l'histoire de l'éducation de la petite enfance, suivis par leursobjectifs éducatifs à ce niveau afin de voir comment a été donnéla tâche des enseignants au service des enfants 0-5 ans. Pour cela, nous avons mené une interview avec six enseignants des écoles publiques municipales de la ville de Astolfo Dutra / MG.Les résultats ont montré que leur compréhension de l'éducation physique ont réduit sentait bien et qu'il ne comprend passa spécificité. Il a également révélé que leurs représentations sur le travail de l'éducation physique à l'éducation de la petite enfancesont des visions positives et croire en son importance pour le développement de l'enfant

**MOTS-CLÉS:** éducation à l'enfance, l'éducation physique, le développement intégral.

**LA EDUCACIÓN FÍSICA DIARIA EN LA EDUCACIÓN DE LA PRIMERA INFANCIA: EXPRESIONES DE MAESTROS DEL HABLA**

**RESUMEN**

Este estudio analiza la contribución de la educación física en preescolar. En un primer momento hablar de algo de la historia de la educación infantil, seguido de sus objetivos educativos en este nivel con el fin de ver cómo se ha dado a la tarea de los profesores que atienden a niños de 0-5 años. Para ello, llevamos a cabo una entrevista con seis profesores de las escuelas públicas municipales de la ciudad de Astolfo Dutra / MG. Los resultados mostraron que su comprensión de la Educación Física se han reducido siente bien y que no incluya su especificidad. También reveló que sus representaciones sobre el trabajo de educación física a la educación inicial son visiones positivas y creemos en su importancia para el desarrollo del niño.

**PALABRAS CLAVE:** Educación Infantil, Educación Física, el desarrollo integral.

**O COTIDIANO DA EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL: EXPRESSÕES DO DISCURSO DOCENTE**

**RESUMO**

O presente estudo analisa as contribuições da Educação Física na Educação Infantil. Num primeiro momento abordaremos um pouco da historia da Educação Infantil, seguido de suas finalidades neste nível educacional, a fim de verificar como tem se dado o trabalho de professores que atendem crianças de 0 a 5 anos. Para isso, realizamos uma entrevista com 6 professores de escolas municipais da rede pública da cidade de Astolfo Dutra/MG. Os resultados demonstraram que seus entendimentos acerca da Educação Física têm sentido bem reduzido e que não contempla sua especificidade. Revelou também que suas representações a respeito do trabalho da Educação Física para com a educação da pequena infância são visões positivas e que acreditam na sua importância para o desenvolvimento integral da criança.

**PALAVRAS-CHAVE:** Educação Infantil, Educação Física, desenvolvimento integral.