26 - PHYSICAL EDUCATION AND MORAL DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

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The present study was thematic research Physical Education and Moral Development in Early Childhood Education. The choice of this topic is due in part to questions from researchers about what children learn in physical education classes, will the Physical Education professionals are teaching something besides moving? What is the purpose of these teachers to conduct their classes?

The aim is still to understand what the teacher meant by moral and whether it is being implemented in the school.

As described by Piaget (1994, p.264):

> [...] Morality is a system of commandments, and individual consciousness is nothing more than the product of internalization [...] We are all social beings and there is no real antagonism between the individual and society. Moreover, "which clearly shows that morality is the work of the society is that it varies how societies." It is true that under variations of morality is a permanent fund, but it is because society, though evolving, retains some traces constants: "A society continues, in a certain limit, identical to itself across the sequence of its existence. Under the changes that happens, there is a constitutional background is always the same. The system moral practice therefore have the same degree of identity and constancy."

According to the above report identifies that children develop according to the society we live together and their morale suffers influences the middle, so the teachings that these children obtain in early childhood is what will shape your personality and his character.

Children can be compared as a rough diamond that needs to be cut , this task falls to the teachers along with parents: polish or polishing this precious diamond. However, for this it is necessary to know the reality of children and society in which they live.

Mattos and Neira (2004, p 51). Conceptualize the teacher as "mentor, guide, facilitator of learning, not the true owner, possessor of knowledge with a class completely focused on their ability to address the topic talked about it."

Based on this assumption can be confirmed that the studies teacher to transmit knowledge, but will these knowledges are actually being transmitted to these children?

The PCN 'S (2000) report that in physical education classes, children are assessed, such as when they identify one that has more or less skill in a particular activity. Therefore it is essential to be careful with the discrimination and stigmatization that may occur during school. Because if these children are already stigmatized as incompetent for certain activities, these in turn will probably not overcome its limitations, nor seek new challenges and become It is more appropriate. Therefore, it is the responsibility of the teacher check if it is broadcasting varied activities for students to develop different skills and those less skilled in "football", for example, may have the opportunity in other activities without that feeling diminished or deleted and so the individual differences are valued and respected.

However, the development of children still suffer great influence of television this in turn actively participates in the process of transformation of the character of positive and negative way.

According to Betti (2003) it should be noted that television not only selects programs to gain audience, but provides definitions of what was selected, she interprets events for people, provides a framework of meaning in which the event makes sense. Therefore, the television does not merely consist of images, also involves feedback on images, explaining what viewers are seeing and this explanation is that it uses wiles to lure both adults and children who do not have a conscience critical and not know separates right from wrong.

However with all these influences that children suffer in his Moral Development the largest and most important still is the parents.

As described Goulart (2001, p.60):

> The formation of conscience and moral feelings are a result of the emotional relationship between the child and parents. Freud popularized the notion of superego and Baldwin showed that, as of right border, the parents I can not be imitated immediately and becomes a self parental ideal source models coercive and therefore of moral conscience.

As already mentioned the moral development of the child undergoes constant changes that are triggered at home, at school and in society and it is up to teachers and parents monitor these changes so that children can develop a positive character and that in future they can become a adult with a broader view of the world and a critical consciousness about society.

Thus, this work aimed to objective a research in three schools in São Luís-MA on Physical Education teachers and the design of the Integral Development in Early Childhood Education.

METHODOLOGY

Type of research

This research is a qualitative study caracterizoupor exploratory and descriptive, which had as its aim discovered importance of Integral Development of the Child on the look of the teachers of the schools surveyed.

Universe and sample

The study was conducted in three schools of São Luís-MA, the sample consisted of nine teachers in total, three kindergarten teachers from each school, two private and one public.

Data collection

For data collection was conducted interviews using a questionnaire with four questions to the study population, with open questions designed specifically for this purpose, leaving the respondent free to provide additional information relevant to the research without any character disclosure.

Data Analysis

Data were collected through field research, shortly after the data were tabulated and compared the results achieved, and they are further analyzed and discussed. As alternative to preserve the identity of the participants, they will be identified by letters, such as: P1, P2, P3, P4, P5, P6, P7, P8 and P9. Being that identifies the course in the field of physical education just interviewed P4.

Ethical Aspects

The research protocol was approved by the Ethics Committee in Research of the University CEUMA getting the following number of the Certificate of Appreciation Presentation Ethics - CAAE: 14572213.5.0000.5084 and a term of informed consent, containing information about the study and the conditions participation was presented to the participants to be signed. Thus the participants were made aware of the objectives of the research and the voluntary aspect of participation, the anonymity, and still on the right to withdraw from the study at any time without suffering any pressure or social impairment. Once participants signed an informed consent form, began to answer the questionnaire.

PRESENTATION AND DISCUSSION OF RESULTS

To achieve the objectives of the present study, we applied questionnaires to teachers, which were analyzed. We attempted to ascertain the facts and to contextualize them to theories related to the object of study.

According to Carvalho and Almeida (2011, p. 191):

Moral development is fostered by social interactions experienced by the subject in various contexts. One of the privileged contexts for moral development is the school, above all schooling and education of teenagers.

Based on this assumption we analyzed the understanding of teachers on the Moral Development of Children in early childhood, because he understands that if this child does not have a good Moral Development this stage it will have great chances of becoming a troubled teen.

ANALYSIS OF RESULTS

To ask the question: What do you think about the Integral Development of Children in Early Childhood Education? For teachers sought to detect which a knowledge of them on Integral Development. Thus, we identified in their speeches by writing the following results: The Moral and not Morale.

Identification of Moral responses of respondents:

> The child is a social being, with capacities affective, emotional, cognitive and motor that will be developed at this stage (Early Childhood Education) from the interaction with adults and other children.
> P2
> .Thinking about the development of children's thinking in the development stages, it happens through a process of knowledge construction that occurs in stages, which evolve through reasoning structures and experiences that the child acquires with its own construction.
> P4.
> The development of the child must undergo fundamental stages of construction of knowledge and the experiences of further progression of the process.
> P5.
> I think, or rather, I believe it is essential for the formation of the child's full development of their potential, cognitive, emotional, social and physical.
> P7.
> It is very important that the child spends rest in activities that encourage independence, creativity, and initiative in their pursuit of knowledge acquisition (knowledge, skills).
> P8.
> It is an opportunity for psychosocial development and empowerment.
> P9.

Identification of non Morale in the responses of those surveyed:

> Child education is the basis for the success of the educated, so it is necessary that it is full.
> P1.
> It is something that should be worked in schools in order to provide the student with all the tools that allow their physical, mental and spiritual.
> P3.
> The professional must be informed, aware of its role and mostly know the stages of child thereafter may think of the integral development.
> P6.

Carvalho and Almeida (2011) report that to live in society, the human need to follow some rules that will guide their behavior, and these rules are usually transmitted by the parents and teachers which is provided mainly by the Moral Development, which leads to autonomy of the subject.

Based on this assumption we can identify that the majority of respondents have notion of Integral Development (Moral) of children and understand that it must be developed, while a minority P1, P3 and P6, demonstrate a conflict of ideas about development. However, the most important factor is the P1 where it merges with the Integral Development and integral education. Already P3 reports that have to do with the growth Physical, Mental and Spiritual. While Malacrida (2011, p.7) reports that:

> The concept "moral" can be understood as a set of rules and norms that regulate human behavior and its effect on society, so these values and principles can be constructed by school practices that need to be concerning moral and ethics of the individual in order that the subject constructs its identity formation also in establishing informal social relationships with other individuals on the cultural context in which they are inserted.

However P3 is not totally wrong, because when we speak of mental growth is correlated with moral development where the child needs to understand the society that surrounds it, as it is, and it is with her that her moral development will manifest.

To detect the presence of physical education teachers in schools surveyed made up the following question to teachers: In early childhood education requires the presence of the professional Physical Education: Teacher or female teacher? According to the above question is possible to identify that there is a need for physical education teachers worked in schools in this research, but in some places this practice is not viewed in the same way as other professionals working in different areas in the same work environment, therefore, there is still partially recognition and the lack of it toward physical education professionals by the other teachers.

> Yes, it is a specialist who knows the best way to work physical activity.
> P3.
> No matter the gender but the content and how it is spent.
> P5.
> We make no distinction of gender but professional.
> P6.
> I believe so, because this professional will work better motor development of children with appropriate activities for each level, as well as encourage other aspects, such as self esteem, sociability, self and others.
> P7.
> Yes, because a physical education professional knows various techniques for working with early childhood education.
> P8.
> Yes, it needs to be worked around the psychomotor development of the student.
> P9.
> No matter what sex it is important to have a teacher.
> P1.
> The ludic should guide all educational activities in order to work with the body language, it need not necessarily be done by the professional expert, but by whom is enabled with recreational activities of interest for this age group.
> P2.
> Whatever, the important thing is the teacher interfere proposing challenges, triggering advances and encouraging interaction between the children.
> P4.

According to the reports of professional's realizes that it is necessary the presence of physical education professionals in early childhood education and even do not distinguish gender, which is substantial for the area because it is observed that there is no prejudice by teachers about the fact that men working in early childhood education. By the arguments of P2 believes that there is need for a professional qualification, just a license to work in early childhood education.

In return is not quite how it works, because working with these students goes further. In view of Montenegro (1994, p. 13):

In the context of school life, and specifically in gym class, it is also the task of the teacher to provide learning situations that allow students the experience of a praxis in the sense of action -reflection-action, seeking coherence between feeling, thinking and doing.

Given this context that identifies the physical education teacher is crucial in this age group, as their classes go beyond a simple play through the same attitudes realizes many students as aggressive behavior, disrespect to teachers and classmates and it is through the activities proposed by professionals along with the help of parents that this behavior can be corrected.

Mark already said (2006, p. 149):

> I envision great potential and the numerous methodological resources available to intervene appropriately for physical education in human development and in particular at the stage of infancy. If this is not being done is a problem that is related to the very objetode study physical education.

In this sense when the only physical education teacher P4 identified in this study reports that "Any" refers to ponder the question of Mark (2006) when he says: "Perhaps the appreciation of aspects, such as sport or yield physical, is jeopardizing the advancement of this discipline ", on this assumption understand that many professionals are more concerned with student achievement in the sport which ends up leaving in the background of the professional relationship with the developing child.

To discuss on the basis of professional feitoo was following question to respondents: Your plan for early childhood education is elaborated in a multidisciplinary approach? Include the principles of political pedagogical project of the school? By this question is twofold the first refers to the basement and the second by not grounding the professionals questioned.

> Yes the political pedagogical project (PPP) is the larger document that should guide all our actions.
> P1.
> The starting point is the reality of the context to which the student is inserted. From there extends a multidisciplinary, which will cover all aspects of a child's learning, in accordance with the political pedagogical project (PPP) school.
> P2.
> Yes, I understand the reference curriculum for early childhood education should be the basis of our work and the objectives and pedagogical commitment of the school with the school community.
> P7.

Yes, because the context in which we live planning can not be isolated, but to meet the student's needs as a whole.
P9.

Identified that investigated the P1, P2, P7 and P9 follow the political pedagogical project school (PPP) and are based on the student's reality and the context that it is inserted to give leave for a multidisciplinary approach. While the remaining respondents only answered "yes." What was not relevant to this research because through this response means a lack of security for the same, thus demonstrating a certain rejection by questioning.

CONCLUSION

Through the preparation of this work, it was observed that the Integral Development in the understanding of teachers surveyed is known and understood, but it is clear that this understanding is not accurate and is still undeveloped especially when it comes to physical education teachers, as the only professional area "P4", identified in this work have a good understanding of the Integral Development of the child, but when asked about the importance of physical education teachers in early childhood he simply says: "Whatever, the important thing is the teacher interfere proposing challenges, triggering advances and encouraging interaction between the children." With this placement of "common sense" this professional this in his speech revealing a lack of academic knowledge to their pedagogical action before his students who can develop fully in their learning process.

Integral development of the child depends on all around him, but parents and teachers are responsible for monitoring these children and Physical Education teacher should be the main responsible for that through the activities they occur several conflicts between students because these activities serve as a representation of social situations that children can experience and it is here that the professional should intervene to promote friendliness among students and teaches them to cooperate, share and respect the rules in activities during class, and will extend the rules of society, because the Physical Education professionals can use and equip more with this look on the development of their students for reflective practice on this multidisciplinary approach and its implications for cognitive and affective aspects of human development in the educational environment.

With this study we can see that there are still few studies related to the development of the child by the Comprehensive Physical Education academics, it is argued that even if they had further study on the subject in question, the professional would be seen among other looks like the case of a multidisciplinary development of morality that involves a biopsychosocial understanding of the subject as relevant in the learning process in school, and thus placing the professional physical education as essential among other professionals in the education of the subject.

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PHYSICAL EDUCATION AND MORAL DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

ABSTRACT

The purpose of this article was to discuss and discover the implications of Physical Education and Moral Development in Early Childhood Education , this investigation was characterized by a qualitative study is an exploratory and descriptive, context chosen for the study was comprised of three schools are Luís-MA., two private and one public. The sample universe was composed of nine teachers in total with three teachers from each school, the same was applied a questionnaire with open questions about their conceptions of Integral Development in Early Childhood Education. It was found that the teachers surveyed have knowledge and understand the Integral Development, however, one realizes that there are still few studies related to the development of the child by the Comprehensive Physical Education academics.

KEYWORDS: Moral Development. Early Childhood Education. Physical Education.

EDUCATION PHYSIQUE ET DU DÉVELOPPEMENT MORAL DANS L'EDUCATION DE LA PETITE ENFANCE

RÉSUMÉ

Le but de cet article était de discuter et découvrir les implications de l'éducation physique et moral dans l'éducation de la petite enfance, cette enquête a été caractérisée par une étude qualitative est une étude exploratoire et descriptive, le contexte choisi pour l'étude était composé de trois écoles sont Luis-MA., deux public-privé et un. L'univers de l'échantillon était composé de neuf enseignants au total avec trois enseignants de chaque école, la même chose a été appliqué un questionnaire avec des questions ouvertes au sujet de leurs conceptions du développement intégré dans l'éducation de la petite enfance. Il a été constaté que les enseignants interrogés ont connaissance et de comprendre le développement intégré, cependant, on se rend compte qu'il ya encore peu d'études sur le développement de l'enfant par les professeurs d'éducation physique complet.

MOTS-CLÉS: développement moral. Education de la petite enfance. L'éducation physique.

EDUCACIÓN FÍSICA Y EL DESARROLLO MORAL EN EDUCACIÓN INFANTIL
RESUMEN

El propósito de este artículo es analizar y descubrir las implicaciones de la Educación Física y el desarrollo moral en la educación infantil, esta investigación se caracterizó por un estudio cualitativo es un estudio exploratorio y descriptivo, el contexto elegido para el estudio se compone de tres escuelas están Luís-MA., dos privados y uno público. El universo de estudio estuvo integrado por nueve profesores en total con tres maestros de cada escuela, el mismo se aplicó un cuestionario con preguntas abiertas sobre sus concepciones de Desarrollo Integral de la Educación de la Primera Infancia. Se encontró que los profesores encuestados tienen conocimiento y entender el Desarrollo Integral, sin embargo, uno se da cuenta de que todavía hay pocos estudios relacionados con el desarrollo del niño por los académicos integrales de educación física.

PALABRAS CLAVE: Palabras clave: Desarrollo Moral. Educación de la Primera Infancia. Educación Física.

A EDUCAÇÃO FÍSICA E O DESENVOLVIMENTO MORAL NA EDUCAÇÃO INFANTIL
RESUMO

A proposta deste artigo foi discutir e descobrir as implicações decorrentes da Educação Física e o Desenvolvimento Moral na Educação Infantil, esta investigação se caracterizou por um estudo qualitativo do tipo exploratório e descritivo, o contexto escolhido para a realização do estudo foi composto de três escolas de São Luís – MA, sendo duas particulares e uma pública. O universo da amostra foi constituído por nove professores no total sendo três professores de cada escola, aos mesmos foi aplicado um questionário com perguntas abertas, sobre suas concepções acerca do Desenvolvimento Integral na Educação Infantil. Identificou-se que os professores pesquisados tem conhecimento e compreendem o Desenvolvimento Integral, entretanto, percebe-se ainda que existem poucos estudos relacionado ao desenvolvimento Integral da criança pelos acadêmicos de Educação Física.

PALAVRAS – CHAVE: Desenvolvimento Moral. Educação Infantil. Educação Física.