84 - PHYSICAL EDUCATION IN CHILDHOOD: GIANTS IN DEVELOPING PRE - SCHOOL AND THE EARLY YEARS OF ELEMENTARY EDUCATION

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INTRODUCTION

Physical Education has a history of at least a century and a half in the modern Western world, has a tradition and know-how and has sought the formulation of an epistemological framework itself.

Thus, the area of physical education today comprises multiple knowledge produced and enjoyed by society about the body and movement. Among them are considered fundamental cultural activities motion for purposes of pleasure, expression of feelings, affections and emotions, and with opportunities for promotion, restoration and maintenance of health.

It is, then, to find in each of those events (game, sport, dance, gymnastics and wrestling) their physiological and psychological benefits and its possible uses as instruments of communication, expression, recreation and culture, and develop from there proposals for Physical Education.

The Law of Guidelines and Bases enacted on December 20, 1996 seeks to transform the character that Physical Education has taken in recent years to explain the art. 26, § 3, that "physical education, integrated with pedagogical school, is the Basic Education curriculum component, adjusting for age and conditions of the school population, being optional in evening classes." Thus, physical education should be provided throughout the school from first to eighth grades, not only from fifth to eighth grades, as it was previously.

The National Curriculum in relation to Physical Education as body culture says:

"You have to consider that it is not, here, the more usual sense of the term culture, employee right to know to set, illustration, refinement of manners. In the anthropological sense of the term, states that any person born in the context of a culture, there is no man without culture, even if they can not read, write and do arithmetic. It's like if you could say that man is biologically incomplete: not survive alone without the participation of individuals and the group that spawned it.

Culture is the set of symbolic codes recognizable by the group: the individual is formed in them from the moment of conception; these same codes during their childhood, learn the values of the group, they are later introduced the obligations of adulthood of how each social group conceives "3.

BACKGROUND

This project is sized thoughts and theoretical studies of psychologist Jean Piaget, who developed an important work about the thinking and reasoning of children, he divides into four cognitive development stage, which in turn are divided into substages, for such study we will only get to the stages preoperative, operative and postoperative-concrete-formal, since the students to the project which encompasses age is 04 years on.

Preoperative vai stage two to seven years old at that time Piaget believes that children have begun to use symbols, imagination is very high, leaning in this study we develop games and games that will work and symbolic terms therefore contribute to increasing their early words and images have meaning for themselves and others.

According to Piaget, children preoperative unaware of perspectives than their own - they believe that all people perceive the environment in the same ways that they (Piaget, 1950).

The stage of concrete operations believes that although children use abstract terms, they only use them in relation to concrete objects, ie objects to which they have direct sensory access.

Formal-operational stage, in which the child is able to reason on purely symbolic.

With children physical activity is no different and in addition to being instrumental in the acquisition of psychomotor skills, it is important for intellectual development, promoting better school performance and also better social life. The practice of physical activity at least three to four times a week can serve as an escape route for the energy of children, ie, their hyperactivity.

For children to burn calories and get a physical and psychomotor development for it is essential that we work all modalities and content of physical education as games, gymnastics, wrestling, dancing and sports. Several studies emphasize that physical activity habits, incorporated in childhood and adolescence may possibly transfer to adult ages (Guedes et al., 2001).

According to the American College of Sports Medicine physical fitness for children and adolescents should be developed as the first goal of encouraging the adoption of a lifestyle with proper exercise for life, in order to develop and maintain physical fitness sufficient to improve functional capacity and health (ACSM, 2007).

Should be conducted school programs focusing on education and changes in behavior to encourage engagement in appropriate activities outside of school hours. The physical education teachers in particular have an extremely important role to assist in ways to integrate other aspects of health promotion (good nutritional habits, not smoking, the risk of drug related sports, etc..) In the instructions related to health (ACSM, 2007).

The increase in obesity and overweight in the Brazilian population is indicative of an epidemic behavior, based on studies conducted in the last three decades, and is experiencing a gradual increase in overweight and obesity from childhood to adulthood. Conventional treatment is based on the reduction in caloric intake, increase energy expenditure, behavioral modification, and family involvement in the change process (SBEM, 2005); (Fisberg and OLIVEIRA, 2003).

The activities of running, jumping, throwing, hang up, balance, lift and carry, push, pull, jump, spin, jump rope, allows the discharge of aggression, encourage self-expression, contributing to the maintenance of health encourage the growth, prevent and correct the defects of attitudes and good posture (Barros and Barros,)

GENERAL PURPOSE

Develop recreational activities, since the play is very important for children's development, and it is through play that children learn more about themselves, where they expand their knowledge, talk with adults and children explore the objects, they learn are rules and respect them, and most importantly socialization group develops, learns that it is essential to integrate all, so people grow up without prejudice, and prepared for group work and therefore provide socialization and integration of the school community.

SPECIFIC OBJECTIVES

Provide opportunities for increased self-esteem and identity construction and autonomy;
Promote situations in which students develop their physical skills and body language;
Emphasis on learning, an environment friendly and affectionate, with security and independence, where children find pleasure in learning;
Building a privileged form of learning, where the creatively playful environment involves the child in the educational process;
Enhancing cooperative work, enabling the division of responsibility and functions, so that children act this way also in society
Promoting child development aspects in motor, intellectual and socio-emotional;
Discover what are the games that children enjoy most;
Develop rhythm, coordination and laterality;
Identify animals and learn through play in pantomimes, and
Hygiene.

CONTENTS

Early Childhood Education
- Natural Movements: locomotor, non locomotor and manipulative;
- Sensory Perception, visual, gustatory, tactile, olfactory;
- Space Perception;
- Temporal Perception: Speed, Intensity and Duration;
- Perception Analysis-synthesis;
- Perception Figure-Fund;
- Elements worked in perception: Equilibrium, dynamic, static, recovered objects;
- Inhibitory Brake;
- Motor Coordination;
- Decoupling of movements;
- Muscle tone;
- Physical qualities;
- Speed of reaction, speed of execution, repetition speed;
- General and Special Forces;
- Anaerobic and aerobic;
- Resistance General;
- Resistance special or specific;
- Flexibility;
- Agility;
- Creativity;
- Leisure, and
- Socialization.

1st and 2nd year
- Scheme body;
- Natural movements;
- Perception;
- Physical qualities;
- Creativity and leisure;
- Socialization;
- Health and hygiene for children;
- Exercises and games;
- Gymnastics;
- Dance;
- Recreational Activities;
- Games and exercises back to calm;
- Relaxation and stretching;
- Toys sung, and
- Games motors.

3rd and 4th year
- Scheme body;
- Natural movements;
- Perception;
- Physical qualities;
- creativity and leisure;
- Socialization;
- Exercises and games applied to sports;
- Recreational Gymnastics;
- Gymnastics;
- Dance;
- Recreational activities;
- Games and exercises back to calm;
- Exercises and games to Desportes alternative;
- Toys alternative, and
- Games correlated with other disciplines.

5th Year
- Scheme body;
- Natural movements;
- Physical qualities;
- Creativity and leisure;
- Coordination and motor skills;
- Socialization;
- Recreational games field;
- self-Games impact;
- Games dramatization;
- Games of reasoning;
- Pre-Games sports;
- Activities for the classroom (Days of Rain);
- gymkhanas courier;
- Gymkhana cultural;
- Gymkhana circuit, and
- Playful as interdisciplinary proposal.

METHODOLOGY

The project includes all manifestations of physical education will be developed with students of the 1st and 2nd cycles of Elementary School with the guidance of a professor of physical education and collaboration in the management, coordination, faculty, staff, and is intended to prepare students for the 3rd and 4 cycles of Basic Education, to develop a role as monitors. Working so social interaction between students and staff.

PROCEDURES

The shares will be developed throughout the semester and develop according to the age of the students, prioritizing guidance, encouragement and socialization, providing moments for presentation and dissemination of the work done in class, with the partnership between teachers and other staff development activities. In addition to weekly classes, gang junina, civic parades and competitions to be promoted within and outside the school.

RESOURCES (physical, human and material)

Students from Ed Child and 1st to 5th grade, teachers, school staff, students and community monitors;

Classrooms and 03 yards and an outdoor area;

Balls, hoops, cones, books, audio, CDs, DVDs, magazines, cardboards, atonic brushes, pencils, pens, bottles Peti, elastics, ribbons, cords, glues breath, twine, adhesive tapes, crepe paper.

SCHEDULE

ACTIVITIES 1ST HALF 2011
February March April May June
Practical classes X XXX
Gymkhana X
Presentation X
Final work

ACTIVITIES 2nd HALF 2011
July October
December
Practical classes X XXXX
Gymkhana X
Presentation X
Final work X

EVALUATION

The evaluation will take place continuously in accordance with the participation and involvement of students, individually and in groups, where they will be observed the ability of social interaction and psychomotor development during the year.

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ABSTRACT

This project is sized thoughts and theoretical studies of psychologist Jean Piaget, who developed an important work about the thinking and reasoning of children, he divides into four cognitive development stage, which in turn are divided into substages, for such study we will only get to the stages preoperative, operative and postoperative-concrete-formal, since the students to the project which encompasses age is 04 years on.

Aiming to develop recreational activities, since the play is very important for children's development, and it is through play that children learn more about themselves, where they expand their knowledge, talk with adults and children explore objects, learn what the rules are and abide by them, and most importantly socialization group develops, learns that it is essential to integrate all, so people grow without prejudice, and prepared for group work and therefore provide socialization and community integration school.

The project includes all manifestations of physical education will be developed with students of the 1st and 2nd cycles of Elementary School with the guidance of a professor of physical education and collaboration in the management, coordination, faculty, staff, and is intended to prepare students for the 3rd and 4 cycles of Basic Education, to develop a role as monitors. Working so social interaction between students and staff.

The evaluation will take place continuously in accordance with the participation and involvement of students, individually and in groups, where they will be observed the ability of social interaction and psychomotor development during the year.

KEYWORDS: cognitive development, recreation and leisure activity.

ÉDUCATION PHYSIQUE DANS SON ENFANCE: LES GÉANTS DANS LE DÉVELOPPEMENT PRÉ - SCOLAIRE ET LES PREMIÈRES ANNÉES DE L'ENSEIGNEMENT PRIMAIRE.

RÉSUMÉ

Ce projet est de taille pensées et des études théoriques de psychologue Jean Piaget, qui a développé un important travail sur la pensée et le raisonnement des enfants, il se divise en quatre étapes du développement cognitif, qui à leur tour sont divisés en sous-étapes, pour une telle étudier nous n'aurons aux stades préopératoires, opératoires et postopératoires en béton formelle, puisque les étudiants au projet qui englobe l'âge est de 04 ans.

Visant à développer des activités de loisirs, depuis le jeu est très important pour le développement des enfants, et il est par le jeu que les enfants apprennent plus sur eux-mêmes, où ils développent leur savoir, parler avec les adultes et les enfants à explorer des objets, savoir quelles sont les règles et les respecter, et le plus important groupe de socialisation se développe, apprend qu'il est essentiel d'intégrer l'ensemble, si les gens grandissent sans préjudice, et préparés pour le travail de groupe et fournissent donc la socialisation et l'intégration communautaire l'école.

Le projet comprend toutes les manifestations de l'éducation physique seront développés avec des étudiants des 1er et 2e cycles de l'école primaire avec la direction d'un professeur d'éducation physique et de la collaboration dans la gestion, la coordination, le corps professoral, le personnel et vise à préparer les étudiants à la 3e et 4 cycles de l'éducation de base, de développer un rôle de moniteurs. De travail afin d'interaction sociale entre les élèves et le personnel.

L'évaluation aura lieu en permanence en conformité avec la participation et l'implication des élèves, individuellement ou en groupes, où ils seront observés de la capacité de l'interaction sociale et le développement psychomoteur au cours de l'année.

EDUCACIÓN FÍSICA EN LA INFANCIA: GIGANTES EN EL DESARROLLO DE PRE - ESCOLARES Y LOS PRIMEROS AÑOS DE LA EDUCACIÓN PRIMARIA

RESUMEN

Este proyecto es de tamaño pensamientos y estudios teóricos del psicólogo Jean Piaget, quien desarrolló un importante trabajo sobre el pensamiento y el razonamiento de los niños, que se divide en cuatro etapas de desarrollo cognitivo, que a su vez se dividen en subetapas, por ejemplo estudio sólo se llega a la etapa preoperatoria, operatoria y postoperatoria de hormigón formal, puesto que los estudiantes al proyecto que abarca la edad es de 04 años.

Con el objetivo de desarrollar actividades recreativas, ya que el juego es muy importante para el desarrollo de los niños, y es a través del juego que los niños aprenden más sobre sí mismos, en donde ampliar sus conocimientos, hablar con los adultos y los niños a explorar los objetos, aprender cuáles son las reglas y cumplir con ellas, y más importante grupo desarrolla la socialización, se entera de que es imprescindible integrar todos, así que la gente crece sin prejuicios, y se preparó para el trabajo en grupo y por lo tanto proporcionar la socialización y la integración a la comunidad escuela.

El proyecto incluye todas las manifestaciones de la educación física se desarrollarán con los estudiantes de los primero y segundo ciclos de la escuela primaria con la guía de un profesor de educación física y la colaboración en la gestión, la coordinación, la facultad, el personal, y está destinado a preparar a los estudiantes para la tercera y 4 ciclos de educación básica, para desarrollar un papel como monitores. Trabajo interacción social entre lo que los estudiantes y el personal.

La evaluación se llevará a cabo de manera continua, de acuerdo con la participación e implicación de los alumnos, individualmente y en grupos, donde se observará la capacidad de interacción social y el desarrollo psicomotor durante el año.

EDUCAÇÃO FÍSICA NA INFÂNCIA: DESENVOLVENDO GIGANTES NA PRÉ - ESCOLA E NOS ANOS INICIAIS DO ENSINO FUNDAMENTAL

RESUMO

Este projeto tem como porte teórico os pensamentos e estudos do psicólogo Jean Piaget, o qual desenvolveu um importante trabalho acerca do pensamento e raciocínio das crianças, ele divide o desenvolvimento cognitivo em quatro estagio, os quais por sua vez estão divididos em subestágios, para tal estudo iremos nos pegar somente aos estágios pré-operatório, operatório-concreto e operatório-formal, visto que os alunos aos qual o projeto engloba são da idade de 04 anos por diante.

Com objetivo de desenvolver atividades lúdicas, uma vez que o brincar é muito importante para o desenvolvimento das crianças, e que é através das brincadeiras que elas aprendem mais sobre si, onde ampliam seus conhecimentos,

conversam com os adultos e crianças, exploram os objetos, aprendem o que são regras e a respeitá-las, e o mais importante desenvolve a socialização do grupo, aprende que é fundamental a integração de todos, assim crescem pessoas sem preconceito, e preparadas para trabalhos em grupo e com isso proporcionar a socialização e a integração da comunidade escolar.

O projeto contempla todas as manifestações da Educação física, será desenvolvida com alunos do 1º e 2º Ciclos do Ensino Fundamental com a orientação de um professor de educação física e a colaboração da direção, coordenação, professores, funcionários, assim como se pretende preparar alunos do 3º e 4º Ciclos do Ensino Fundamental, para desenvolverem um papel de monitores. Trabalhando assim o convívio social entre alunos e funcionários.

A avaliação acontecerá continuamente de acordo com a participação e o envolvimento dos alunos, de forma individual e em grupo, onde será observado a sua capacidade de interação social e o desenvolvimento psicomotor ao longo do ano.

PALAVRAS-CHAVE: desenvolvimento cognitivo, atividade lúdicas e recreação.