71 - THEORETICAL-METHODOLOGICAL ELEMENTS IN THE SEARCH OF NEW DIRECTIONS FOR PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION

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Many studies that attempt to present in some way the child as a focus often become limited by not considering initially the child as the starting point of their investigations; the other structures and organizational elements end up having no meaning or sense to the children. It is critical to understand what a child is to later think what they really need.

In this study, we sought, in the context of Physical Education and Early Childhood Education, to find a specific way of understanding what being a child is, trying to evaluate the children by themselves. For this reason, it depends on the idea and the concepts people have of them. Whatever the approach is, no doubt we are willing to state that the best way to understand children is seeking to enter this world of childhood, which has also been ours, and, therefore, we believe that to understand children one should go through the imagination of previous experiences brought in each one of us, as stated by Oaklander (1980). Understanding what a child is seems to be a necessary move to think about Physical Education in early childhood education.

> "I realize now that I've learned to work with kids with the children themselves, including myself as a child! Now it seems obvious to me, almost too elementary to be written. Children are our best teachers. They already know how to grow, how to develop, how to learn, how to expand themselves and discover, how to feel, laugh, cry, get enraged; they know what is right for them and what is not right for them, what they need. They already know how to love and to be happy, how to live life fully, how to work and to be strong and full of energy. All of them (as well as the children within us) need time and space to do it" (OAKLANDER, 1980, p.354).

Formal education has an organization in the teaching practice of the Young Children Education that separates school reality from the one outside the school. It separates the child, for example, from their private time, from their games, their experiences and their own language. Analyzing this way, we understand that the child's first contact with the school or day-care can be traumatic. The child is often gruffly received, frequently with minimal adaptation, contributing to an individualist training, to meet an education focused on preparing them for their future: the future of a social worker, adapted to the rules.

What is observed is an education, even for the child, in the service of a preparation for the adaptation of human beings in society, what today is characterized by neo-liberal individualism. There is suspicion, insecurity, insensitivity to others and to the world, obedient and submissive individuals.

Adorno (1995) helps us with these analyses and affirms that children who do not suspect about anything of life's cruelty and harshness turn out to be particularly exposed to barbarism after they cease to be protected.

It is necessary to emphasize that family education is also relevant in childhood: parents or guardians are inserted in contemporary society, marked by the artificial relationships of ephemeral consumption. Relationships built only by appearance, not based on the essence: we question whether these relationships contribute to the formation of an oppressor citizen, who often seems to lose the ability to love.

According to Adorno (1995), love cannot be required in professionally mediated relations, as between teacher and student: it is something contradictory with relationships that can be mediated.

However, for Maturana and Verden-Zöller (2004), professionals are mostly educators who, thus, in part provide a mother-child relationship, important at this stage of life. In Brazil, the presence of the Physical Education teacher has been increasing in the kindergarten, this relationship is also accomplished by Physical Education professionals who are increasingly present and can guarantee the same mother-child and affection relationships. This relationship has been researched and studied by some authors in the field of Physical Education, with contributions about their proper training, i.e., their work in Early Childhood Education. Costa et al. (2009).

Childhood has its specificity, we agree with Oaklander (1980) when she claims that it is a stage of self-discovery. Merleau-Ponty (2006), for instance, explains the end of complexes over the education of a human being and that many problems are inherent in this period and they are hardly identified and overcome. Adults in contact with their own childhood, through imagination, could get to, in fact, understand more about themselves and their attitudes today.

THE NEED TO IMAGINE DURING CHILDHOOD

Children need to imagine, their games and their abstraction in chronological time seem to indicate this fact. It is always necessary for the adult who intends to assist the development of a child to stimulate imagination. Children who imagine have a significant improvement in their ability to face the world and to learn. A curious fact to note is that kids who are able to be imaginative have a higher IQ (OAKLANDER, 1980).

For children, this fantasy process is like their life process: it can reveal what they keep hidden or avoided, or even show what is going on in the children's life from their own perspective. The imagination in the created stories, such as, while jumping the lines of the sidewalks, imagine that they are great bridges over a huge ocean with whales and hungry fish waiting for a fall. It unveils the world of childhood.

Children's imagination and fantasy are very necessary when one wants to understand the children, considering that this is how they express their feelings. It is a way to express things they find it difficult to accept as reality. Children's feelings are their essence; thinking about their feelings we will also know them and accept them.

According to Ortega (2003), we are action-oriented beings in the world, we are wandering in the world to act with imagination, we have an ability to creatively enter the world by the free action.

Tudo isso ocorre de maneira global, como afirma Merleau-Ponty (2006). All this occurs on a global basis, as Merleau-Ponty (2006) states.

So we can understand that the imagination is part of the feeling and perception that young children express, and often, as adults, they may be embarrassed and confused. A good example cited by Oaklander (1980) is that when a child draws sparse pictures it is because they feel that way about life. For Vygotsky:

> "The key aspect of imagination is that consciousness gets away from reality. Imagination is a comparatively autonomous conscience activity in which there is a distance from any immediate cognition of reality... In advanced levels during the development of thought, we find images that are not found in full in reality... A deeper penetration of reality demands that consciousness reach a freer relationship with the elements of reality, that consciousness get out of the apparent and external aspects of reality which are given directly to perception" (VYGOTSKY, 1984, p. 349).

This explains, for example, why it is common for children to want to draw or paint what they wish, or what they were not requested to. This does no harm to their development; its importance lies in the foreground for the child.

The same happens with the game: they often like to play about things created by themselves and resist a game given by an adult. Young children like to play without instructions, what does not mean without limits. Adults must understand that the child already knows how to play, how to learn, how to grow, and that this can be considered as the need to "Play and Move Oneself," as stated by the author Kunz (2007).

Only in this way we will be contributing for the children to become aware of themselves, of others and their own existence in the world – and understand what goes on inside them and in their world.

IMAGINATION AND THE GAME

Analyzing the context of childhood, Benjamin (1984) states that, in general, the game shows how the adults are placed in relation to the child's world. Also according to the author, when analyzed over time, games can help one understand the story of how adults thought and what they wanted in relation to children, including what is thought in modern times.

Thus, if today we see more and more industrialized and commodified toys with the single goal of improving children's abilities, understanding in this way that the adults, seeking to prepare the child for the future, not only denies them, when they don't find them and accept them at the time now, but also don't recognize them as subjects, when they don't understand their wishes and desires.

In a certain way, the manner the game is conducted in day-care or kindergarten also needs to be reevaluated, so as to avoid that the pressure to yield results and performance stifles the spontaneous play found in children. In addition to a spontaneous and pleasurable game, activities that are performed in day care and Young Children Education centers must first make sense to the child and not only meet laws and bureaucratic rules as to what happens when we frame the classes in the periods of time, and we cast down the sense of what is being done in favor of an electronic compliance with time.

When we analyze it from another point of view, the lack of playing in the streets, as it was observed in some studies (MARCELINO, 1996) is not only a consequence of the lack of time provided by a busy schedule that the child must have, but also by the parents' lack of time to play with the children. Violence, which largely prevails in the streets, no longer allows children to play freely in their neighborhoods along with other colleagues. Frequently it is the fear of violence that contributes to the fact that parents control and monitor their children's play. Thus, if the adult does not have time to play with the children and they cannot play alone, time to play in the street no longer exists and what actually is observed is the lack of playing, and therefore of innocence and fantasy .

BEING A CHILD: THE ISSUE OF PERCEPTION

To Merley-Ponty (2006), the perception of the world forms our consciousness, though not always there needs to be correspondence between what there is in the world outside and what we perceive, where people have difficulty understanding that children perceive differently.

Thus, Kunz (2002, p. 25) states that "every child's perception occurs by the presence of the child's body as a whole, through a greater emotional involvement, which appears in children with the external impressions."

The perception to Merley-Ponty (2006) is both global and fragmented, while in the adult it is present in an articulated way. Thus, we believe that children perceive in a globalized manner and sometimes with small specific details; in short, the child learns strong structures, but little differentiated best. Adults, instead, sometimes use one or another, what meets the classical concepts which would ensure that the perceptions and feelings come in the form of multiple experiences.

There is a unity in our body that is not the sum of sensations or perceptions, but is the "total body". All this includes the awareness of our body in the universe and also something that encompasses all the perceptual data.

According to Merley-Ponty (2006), both for children and for adults, perception implies on the one hand the relationship between different parts of the body among themselves, and on the other hand a relationship with the outside world, so the child's experience would not start from chaos, but from a world whose structure is just lacking.

Of course we must distinguish perception and structure, since the latter only concerns the external conditions (depth, likeness, etc...) that in the child in the beginning only appear in a limited way.

Many times in the child the perception is related to causality; we can illustrate here as a simple toy car in motion: the children not only realize that the car is moving, but perceive themselves as a being who acts on another being. Would the relationship of perception with causality be the origin of the child's imagination?

To Merley-Ponty (2006), the experiences show that the impression of causality can be triggered and modified according to specific conditions of sensory order.

One possibility to analyze the child's perception is through the drawings: they are often responsible for the child's perception concerning family, object, nature, their peers, conflicts, and so on, since in the author's view the drawing is also a test of expression.

Much of the child's understanding is related with the five senses: touch, smell, hearing, taste and sight. Frequently, a disability in any of these senses is related to some difficulty in the child's relationship with the adult, with the environment or with other children.

The same perception, over the years, seems to shape the way we see the world through media influence, or even through emotional differences. A good example would be the film "Olympia" by Leni Riefenstahl, launched in 1938, where the emotional differences induce the film to be understood by all who see it in the same way. We want to be equal to protect ourselves, to hide. Either we are identical or we expose ourselves (ORTEGA, 2003).

All that contributes to the formation of "animal laborans" cited by Duarte et al. (2004) apud Arendt (1994), i.e., the man who works to consume and consumes to work. Thus the forms of subjectivity may only be constructed by social, cultural or political means, and the criteria can be changed, but interest groups are always present.

COMPREHENSION OF BEING A CHILD

Gradually the child will discover that the sounds they heard and so they produced had meanings, and then they will understand that they can communicate verbally with others to make their needs known, initially through sounds, later words and phrases, until they reach the levels of thoughts and curiosities.

We often wonder how children can be so spontaneous. We can easily distinguish when a child is happy, sad, scared, calm. All that is due to the fact that their senses and their body are achieving a higher level of consciousness, where they don't want to hide, but they wish to express their feelings completely, instead.

Throughout this period, their feelings and body perception will reach ever higher levels. OAKLANDER, 1980, p. 73 explains that:

> "The baby has no problems with self-esteem here, it just is. It is in every sense an existential being [...].The healthy, continuous development of body, senses, feelings and intellect of the child is the underlying basis for the child's sense of self. A strong sense of self contributes to a good contact with the environment and the people of this environment."

And so the children will gradually understand that life is not perfect, that we live in a chaotic world, a world of dichotomy and contradiction. That their parents also often have difficulties to face it and thus the children will learn to cope and compensate, where the vast majority does reasonably well in life, in growing and learning.

It is a cultural consequence the fact that, often, we have only been oriented to production in everything we do as if it were something natural. Maturana and Verden-Zoller (2004, p. 143) warn that, exclusively in our Western culture, we don't just do what we do, but we work to achieve an end. We don't rest, simply, we do it in order to recover energy; we don't just eat, we eat nutritious foods, we don't just play with our children, we prepare them for the future. And as a consequence of these acts we have the fact that, as we interact with other people, our focus is far beyond the interaction, i.e., as a result, we no longer know how to live the moment itself; we are losing our sensitivity to the present of our lives and this is becoming a normal practice as the generations go by.

THE CHILD EDUCATION AND ITS RELATIONSHIP TO PHYSICAL EDUCATION

According to Sayão (2002) Physical Education, when present in the curriculum of early childhood education, cannot be guided by a "schooling" model, which aims to anticipate contents in order to prepare children to elementary school.

We have often observed nurseries with the goal of "educating" for the future, so that they create a high expectation on children when we should "expect a little less and love a little more" of these children, says Kunz (2007).

So there are multiple instances, the Nursery is just one of them, where the children are "trained to adulthood even before they learn to play." Thus the most essential feature to meet children's basic needs are lost: their free playing. It is a world where the most immediate contact with nature and natural freedom to play disappears.

Sayão (2002, p. 51) relates the time of childhood to the play time, in which the activity determines the time, and not vice versa. Thus, the Physical Education, organized as "the time to...", as well as school subjects are organized, has no meaning for children who think, feel, act in a complex whole.

We can see thus that the discipline of Physical Education in Early Childhood Education, organized in a rationalized manner, fragments the essential elements for the development of what being a child is; in our interpretation, there is a fragmentation of knowledge, but primarily a fragmentation of being a child.

Based on this principle, it is possible to think of an Education that will meet the desires and needs of the child while considering the characteristics of our current society. We understand hence that it is not a role for the child to adapt to the characteristics and realities of the school: on the contrary, the whole educational context should be organized for the benefit of the latter.

These reflections are important guidelines to analyze the role of education and teaching in our present and thereby the course of the discipline of Physical Education in the context of Early Childhood Education. One cannot stop thinking about the pedagogical role that education has, but neither forget the current social circumstances that our society has today and the different influences that children may get from this whole process, because, this way, we risk to lose the perception of totality and replay insensitive models to human values.

Finally, so that our intentions can be achieved, it was already stated once what they bring in their accomplishment changes in all the organization and planning of an institution, it is worth mentioning again the words of Sayão (1996, p. 149): "It is necessary to overcome the discipline conception of Physical Education, strongly rooted in teacher training, and start the idea of complementarity of pedagogical actions that involve different professionals."

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THEORETICAL-METHODOLOGICAL ELEMENTS IN SEARCH FOR NEW DIRECTIONS OF PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION

ABSTRACT

From the reflection about the theory and the pedagogical practice of the Childhood Education, this paper aims to show a deep analysis in the areas of Childhood Education and Physical Education. Through the bibliographical analysis and based on the phenomenology, this paper aims to understand the aspects of child´s development, relevant to correlation between Childhood Education and Physical Education. The work of a Physical Education's professional, according to the studies presented in this paper, seems to be fundamental to the Childhood Education to comprehend that the “Child World” demands to be respected in its pace and in pedagogical spaces which need to be able to provide an emancipator interaction, valuing the “Self-Movement”, the imagination and the act of play with essentials elements of Childhood Education.

KEYWORDS: Childhood Education. Physical Education. Child.

THÉORIQUE ET MÉTHODOLOGIQUE ELEMENTS DE RECHERCHE DE NOUVELLES ORIENTATIONS DE L'ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT DE LA PETITE ENFANCE

RÉSUMÉ

De la réflexion à propos de la théorie et de la pratique pédagogique de l'éducation préscolaire, le présent document a pour objectif de présenter une analyse en profondeur dans les domaines de l'éducation de la petite et de l'éducation physique. Grâce à l'analyse bibliographique et sur la base de la phénoménologie, le présent document vise à comprendre les aspects du développement de l'enfant, pertinentes à la corrélation entre l'éducation des jeunes et de l'éducation physique. Le travail d'un éducation physique de professionnel, selon les études présentées dans ce document, semble être fondamental pour l'éducation de la petite à comprendre que le «monde des enfants» exige d'être respecté dans son rythme et dans les espaces pédagogiques qui doivent être en mesure de fournir une interaction émancipatrice, la valorisation de la "Self-Mouvement” l'imagination et l'acte de jeu avec des éléments essentiels de l'éducation des jeunes.

MOTS CLÉS: éducation de la petite. L'éducation physique. Enfant.

ELEMENTOS TEÓRICO-METODÓLOGICOS EN LA BÚSQUEDA DE NUEVOS RUMBOS PARA LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN INFANTIL

RESUMEN

A partir de la reflexión de la teoría y práctica pedagógica de la Educación Infantil, este trabajo busca profundizar en las áreas de la Educación Infantil y Educación Física. A través del análisis bibliográfico y tomando por base la fenomenología, se busca comprender aspectos relevantes del desarrollo de niñas y niños cuando se piensa en la Educación Infantil y en la Educación Física. La actuación del profesional de Educación Física, según nuestros estudios, parece ser fundamental en la Educación Infantil en la perspectiva de comprender que el mundo de los niños precisa ser respetado en su tiempo presente en espacios pedagógicos que proporcionen ambientes de interacción con emancipación, valorizando el “Se-mover”, la imaginación y el juego como elementos esenciales de la Educación Infantil.

PALABRAS - CLAVE: Educación Infantil. Educación Física. Niños/as.

ELEMENTOS TEÓRICO-METODOLÓGICOS NA BUSCA DE NOVOS RUMOS PARA A EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL

RESUMO

A partir da reflexão da teoria e prática pedagógica da Educação Infantil este trabalho busca aprofundamento nas áreas da Educação Infantil e Educação Física. Através da análise bibliográfica e tomando por base a fenomenologia, busca-se compreender aspectos do desenvolvimento da criança relevantes quando se pensa em Educação Infantil e Educação Física. A atuação do profissional de Educação Física, segundo nossos estudos, parece ser fundamental na Educação Infantil na perspectiva de compreender que o mundo da criança precisa ser respeitado em seu tempo presente em espaços pedagógicos que proporcionem ambientes de interação emancipatória, valorizando o “Se-movimentar”, a imaginação e o brincar como elementos essenciais da Educação Infantil.

PALAVRAS-CHAVES: Educação Infantil. Educação Física. criança.