107 - PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION IN A PUBLIC SCHOOL IN MUNICIPAL CANINDÉ / CE: A VISION OF THE INTERN

BARROSO, MATEUS LEMOS[1]; FERREIRA, ELIANE MARIA SOUSA[2];
CARNEIRO, RAQUEL FELIPE VASCONCELOS[3]; PINTO, NILSON VIEIRA[4];
LIMA, PATRÍCIA RIBEIRO FEITOSA[5]
1,2,3,4,5 - Instituto Federal de Educação, Ciência e Tecnologia do Estado Ceará – IFCE Campus Canindé
Canindé, Ceará, Brasil.
mateuslemosb@gmail.com

INTRODUCTION

PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION

Early childhood education is a world of discovery and outreach experiences of social, cultural, educational and individual of the children. At this stage of education, are united child development and its subjectivity, where it operates the cultural and social reality in which they are a part and the range of situations that are promoted and encouraged at this stage of their training. The ability to provide the children activities and experiences that encourage the development of creativity, discovery motions, reworking of ideas and concepts about action and movement, physical education becomes essential in this level of education (BASEI, 2008).

Physical Education provides the practice of various educational activities, interaction and closeness between individuals, thus promoting interaction and socialization. The discipline can still contribute to emotional issues, the promotion of autonomy, contributing to the development of individuality and decision making (LACERDA & COSTA, 2012). Through an appropriate motor experience, Physical Education also brings positive impacts on cognitive development during childhood, such as the promotion of logical-mathematical and literacy through activities that encourage spatial orientation, directional, temporal and laterality that are fundamental to the development of these factors. (LE BOULCH, 1988; FREIRE, 1997; GALLAHUE, 2005 APUD BASEI, 2008).

The stimulation and expansion of the motor aspect of the child are also critical at this stage of education because it is at this stage that the child begins to acquire the fundamental movements (jumping, throwing, running, etc.), and this foundation will influence motor around the motor repertoire that the individual will build in lifetime. Thus we can understand the importance that physical education brings to kindergarten, where it provides the overall development of the individual, encouraging gathering motor, cognitive, emotional and social balls (GALLAHUE, 2005).

IMPORTANCE OF SUPERVISED FOR TEACHER TRAINING

According to the National Council of Education (2004) Stage curriculum for training teachers of Physical Education is one phase to the practical experience and consolidation of skills necessary for the future of professional academic. Teacher education programs must contain a minimum of 2800 hours of load-hours, 400 hours being reserved for Internship mandatory divided between Childhood Education, Elementary and High school.

From experiences of integration and cooperation with all components of the educational institution in which he is acting, the supervised training becomes for the undergraduate student in the initial basis for his primary teacher training, says that even in regard to the prospects of his future career (FRONTOURA, 2005).

The Supervised has a unique role in the graduation process, because it is characterized as professional practice in the midst of learning in academia. In higher education, is considered a great way of linking with theory learned in the academic environment and its practical application and intervention in the school setting for students in degree (ROESCH, 1996).

This step has academic essential function in the formation and construction of a reflective teacher, for the completion of supervised several significant learning occurs, the range of situations that are experienced with the contact with students and other teachers of the institution, and through a approximation to the reality of his future work environment. This transition period between the theoretical and academic intervention teaching practice also has a crucial role in the formation of a professional identity for graduating (PEPPER & LIMA, 2004).

PEDAGOGICAL APPROACH

The Constructivist approach used is the Interactionist, which is one approach that is gaining adherents in space of physical education, particularly in the early grades, in kindergarten. This approach is based on the studies of Jean Piaget and Lev Vygotsky, and in the area of Physical Education has João Batista Freire as the biggest contributor, consisting of a methodology that is totally opposed to the approaches presented before, but mostly in relation to work Mechanistic by emphasize features like: take into account the prior knowledge of students, focus on activities that do not include excessive competition, opposition to income and self early specialization, and with an appreciation of practices that address the inclusion of students through the activities (DARIDO, 2008; DARIDO, 2011).

By working knowledge construction with the active cooperation and participation of students, rescuing the culture of games and popular play as a way of experiences in a playful way, the cultural reality in which the student is inserted, taking these factors as important variables for the teaching-learning process, justified the use of the method Constructivist-Interactionist (DARIDO, 2011).

THE TEACHING PRACTICE BY STAGE IN CANINDÉ

The Supervised Internship I was conducted between November 2011 and April 2012, totaling a workload 100 hours, divided into four stages: Orientation, planning, and conducting teacher observation. The contents were transferred Popular Games & Toys, Games and Symbolic. Classes were 30 minutes long and were divided into three parts: Introduction, Development and Conclusion.

Introduction, the class was composed of the perception of students' prior knowledge about the contents to be transferred and stretching. The activity perception of prior knowledge was conducted through a dialogue between students and the trainee, who encouraged students to express what they knew about the issue passed, in order to realize the extent of their understanding about the content addressed.

The stretching was performed to the sound of a song where the trainee in a playful replayed the moves to be performed by students, aiming to prepare them for the activities to be performed in Development. The development was the main part of the lesson where the proposed activities were performed by the trainee, with games and content related to Popular Toys,

Games and Symbolic. The moment Completion comprised stretching, drawings and paintings, and the final dialog. The stretching was performed at the end of the moment Development class. The activity aimed drawings and paintings that the student expressed what he learned in class in a non-verbal. The dialogue was the last activity in the classroom, where initially as the trainee talked with students about what they learned and found interesting about that content in the classroom.

DIFFICULTIES FOUND

One of the obstacles found was the lack of structure in school, because all activities were conducted in the classroom, and the table displayed in a small space, due to the park, the only space used for the transfer of bodily activities is restricted, this provided the changing of various lesson plans made by the trainee and also to perform the splitting of the class in activities due to the lack of space.

Another factor that hindered somehow the class, which also has structural relations, was the interruption of several activities in one of the classes, this room is a kind of corridor that linked the two extremes of the school, making certain moments when the children were inhibited by the presence of other people, going to practice more and not give up the activities. In the early period of the completion of the classes was also observed that many students did not want to carry out the activities they had never done, one hypothesis would be indicated by the students before they ever contact with the intern and Physical Education, but over the internship period this problem was solved.

RESULTS AND DISCUSSION

Initially it was observed some resistance to new experiences by the students, which perhaps could have occurred by not knowing the intern before, but with the passing of classes this problem was solved through dialogue and with attractive and entertaining activities for the students. In many accounts of experience, whether it is spoken of the difficulty of implementing new activities in physical education classes, or even deploying the experience of bodily activities (physical education classes) in the Childhood Education classes, because in many schools of Canindé -CE, working with children of this age do not provide this activity, or whether they provide, not the case with the guidance of a professional expert, but of a versatile teacher. Ayoub (2005) reports that one of the arguments against the presence of specialist teachers in this stage of education is due to the concern of adopting a systematic model, closed and very demanding, termed as' a school model, organized into disciplines " The same author says he was surprised with opening of new students in learning experiences, but they still had some insistent requests for soccer, but gradually the students were enjoying learning new things.

Pereira et al (2011) comments on his difficulty in working Fights content, specifically Capoeira due to bias arising from religious belief and the devaluation that Capoeira is currently suffering. The lack of student attention, thus causing a non-control room / domain class, is also one of the great difficulties in the classroom to the student / trainee are described by Barbieri& Krug (2011).

Motor development is influenced, biological and social environment of the school and is ideal for motor development, since there is a school offering adequate space for the play of the child (GALLAHUE&OZMUN, 2002 apudBALBÉ et al, 2009), however, it is known that the school where the student / trainee made his stage, there was at the time, adequate space for movement of the child, and that is a reality in many schools from kindergarten on Canindé, taking the Physical Education teacher to unfold that this development is not as impaired. The problem is that there is not an expert in this area these schools, then the move child is left aside for accommodation management, insecurity uni lecturer or teacher mind by overvaluation and devaluation of the body, creating a dichotomy Body and Mind. Positive aspects were perceived Supervised the completion of one of the most obvious was the evolution of the motor repertoire all children, even if to different degrees because their individualities. Another positive factor was found affective and social development of students as children who were not related initially to the end of the probationary period were relating and interacting with each other through the activities. The evolution of the cognitive factor was also clearly observed, where in many activities was the use of crisp design and development of strategies by students, both individual and collective.

In studies of Ferraz& Flowers (2004) with a control and experimental group of children at a nursery school in Sao Paulo, evaluated the ability to throw. Both the control group and the experimental group had changes, however, students who were doing the physical education classes were oriented so that higher development taking into account that playing at home contributes to the acquisition of a motor repertoire, but lessons Physical Education in Early Childhood Education are essential to acquire this motor repertoire more magnified. It was also noted an evolution of the didactic-pedagogical aspects in trainee, where it initially showed some uncertainty with regard to conducting the class and pass the contents to the students, but at the end of the probationary period, it showed great improvement and safety in these questions.

FINAL CONSIDERATIONS

The experience of Supervised Internship I gave the intern, learning and experiences that only in academia may be impossible to acquire, for the conviviality in the school, the relationship with students and teachers, undergraduates came from everyday life and the reality of their future field, the school. There was also a trend in the didactic-pedagogical aspects of the trainee, both in content and pass the baton in class, contributing positively to the construction of professional identity.

The development of the spheres emotional, social, cognitive and motor skills in students in a short period of time, even if at different levels, only reinforces the importance of integrating the discipline of Physical Education in Early Childhood Education.

REFERENCES

1.AYOUB, E. Narrando experiências com a Educação Física na Educação Infantil. Rev. Bras. Cienc. Esporte, Campinas, v.26, n.3, p.143-158, maio, 2005.

2.BALBÉ, G.P; DIAS, R.G; SOUZA, L.S. Educação Física e suas contribuições para o desenvolvimento motor na educação infantil. Revista Digital – Buenos Aires – Ano 13, n°129 – 2009.

3.BARBIERI, D.S; KRUG, H.N. A importância do estágio curricular supervisionado para a formação do licenciado em Educação Física: um relato da experiência docente. EFDesportes.com, Revista Digital. Buenos Aires, ano 15, nº 152, 2011.

4.BASEI, A.P. A Educação Física na Educação Infantil: A importância do movimentar-se e suas contribuições no desenvolvimento da criança. Revista Iberoamericana de Educación, 2008.

5.DARIDO, S.C; RANGEL, I.C.A. Educação Física na escola: implicações para a prática pedagógica. Rio de Janeiro: Guanabara Koogan, 2011.

6.DARIDO, S.C. Educação Física na Escola: Questões e reflexões. Rio de Janeiro: Guanabara Koogan, 2008.

7.FERRAZ, O.L.; FLORES, K.Z. Educação Física na Educação Infantil: Influência de um programa na aprendizagem

e desenvolvimento de conteúdos conceituais e procedimentais. Revista Brasileira de Educação Física, São Paulo, v.18, n.1, p.47-60, 2004.

8.FREIRE, J.B. Educação de Corpo Inteiro. São Paulo: Scipione, 1997.

9.FRONTOURA, C. C. O estagiário em educação física no processo de estágio pedagógico: A percepção das dificuldades dos estagiários da FCDEF-UC na faseinicial e na fase final do estágio pedagógico. Universidade de Coimbra. 2005.

10.GALLAHUE, D; OZMUN, J. Compreendendo o desenvolvimento motor: Bebês, crianças, adolescentes e adultos. São Paulo: Phorte, 2005.

11.LACERDA,C.G; COSTA, M.B. Educação física na Educação Infantil e o currículo da formação inicial. Rev. Bras. Ciênc. Esporte - vol.34 no.2 Porto Alegre Apr./June 2012.

12.LE BOULCH, J. Educação Psicomotora: a psicocinética na idade escolar. 2ª ed. Porto Alegre: Artmed, 1988.

13.PEREIRA, E.L., MARQUES, F.R., BARBOSA, F.P., MENDONÇA, M.G., GONÇALVES, S.F. A intervenção pedagógica da Educação Física Escolar: a experiência do estágio curricular supervisionado I – FEF/UFG. IV EDIPE – Encontro Estadual de Didática e Prática de Ensino – 2011.

14.PIMENTA, S.G; LIMA, M.S.L. Estágio e Docência. São Paulo, Cortez, 2004.

ROESCH, S. M; BECKER, G. V; MELLO, M. I Projetos de estágio do curso de administração: guia para pesquisas, projetos, estágios e trabalhos de conclusão de curso. São Paulo: Atlas, 1996.

Endereço: Rua João Pinto Damasceno – 445 Cep: 62700-000. Canindé. Ceará
Mateuslemosb@gmail.com

PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION IN A PUBLIC SCHOOL IN MUNICIPAL CANINDÉ / CE: A VISION OF THE INTERN

ABSTRACT

This essay seeks to reflect on the discipline of Supervised Physical Education in Early Childhood Education. The experiment was conducted with 30 children, aged 4-6 years, students from a public school in Canindé - Ceará. It was found that students were initially resistant to new bodily experiences, but that was stopped with practice through the activities taught. The lack of school infrastructure caused several changes in planning teaching, sometimes preventing the practice of activities for everyone. The development of the motor, affective, social and cognitive spheres of the students were accompanied and it was verified beneficial changes. It is considered that the completion of the Supervised practice for undergraduate student in Physical Education provides knowledge acquisition that may not have been acquired in other disciplines of the academic curriculum, providing tools to build a professional identity, approaching him to his reality and future field of work.

KEYWORDS: Early Childhood Education. Stage.Physical Education.

ÉDUCATION PHYSIQUE DANS L'ENSEIGNEMENT DE LA PETITE ENFANCE DANS UNE ÉCOLE PUBLIQUE DANS LES MUNICIPALITÉS CANINDÉ / CE: UNE VISION DU STAGIAIRE

RÉSUMÉ

Cetessai vise à réfléchirsurla discipline de l'éducationphysiquesuperviséenéducation de lapetiteenfance. L'expérience a étémenéeavec 30 enfants, âgés de 4-6 ans, lesélèves d'une école publique à Canindé - Ceará. Il a étéconstaté que lesélèvesétaientinitialementrésistantes à de nouvellesexpériencescorporelles, mais qui a étéarrêté à la pratique à traverslesactivitésenseignées. Le manqued'infrastructuresscolairesprovoquéplusieurschangementsdansl'enseignement de planification, empêchantparfois la pratiqued'activités pour tout le monde. Le développement du moteur, sphèresaffectives, socialesetcognitives des élèvesontétéaccompagnés et il a étévérifiéchangementsbénéfiques. Il estconsidéréquel'achèvement de la pratiquesupervisée pour les étudiants de premier cycle en éducation physique offred'acquisition de connaissances qui peuvent ne pas avoirétéacquisesdansd'autres disciplines du programmescolaire, en fournissant des outils pour construireuneidentitéprofessionnelle, s'approchant de lui à saréalité et futurdomained'travailler.

MOTS CLÉS: Éducation de la petite enfance. Scène.l'éducation physique.

EDUCACIÓN FÍSICA EN LA EDUCACIÓN DE LA PRIMERA INFANCIA EN UNA ESCUELA PÚBLICA MUNICIPAL CANINDÉ / CE: UNA VISIÓN DE LA INTERN

RESUMEN

Este ensayo pretende reflexionar sobre la disciplina de Educación Física supervisada enEducación Infantil. El experimento se llevó a cabo con 30 niños,conedades entre 4-6 años, alumnos de una escuela pública en Canindé - Ceará. Se encontró que losestudiantesfueron inicialmente resistentes a nuevasexperienciascorporales, sino que se detuvoconlapráctica a través de lasactividadesenseñadas. La falta de infraestructura escolar causado varioscambiosenlaplanificación de laenseñanza, a veces impedir lapráctica de actividades para todos losgustos. El desarrollodel motor, las esferas afectivas, sociales y cognitivas de losestudiantesfueronacompañados y se verificócambiosbeneficiosos. Se considera que larealización de lapráctica supervisada para estudiantes de licenciatura enEducación Física proporciona laadquisición de conocimientos que no podríanhaber sido adquiridos enotras disciplinas delplan de estudios académico, proporcionando herramientas para construir una identidadprofesional, acercándose a surealidad y futuro campo de trabajar.

PALABRAS CLAVE: Educación de laPrimeraInfancia. Stage. Educación Física.

EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL EM UMA ESCOLA PÚBLICA MUNICIPAL EM CANINDÉ/CE: A VISÃO DO ESTAGIÁRIO

RESUMO

Este ensaio busca refletir sobre a disciplina de Estágio Supervisionado em Educação Física na Educação Infantil. A experiência foi realizada 30 crianças,com idades entre 4 a 6 anos estudantes de uma escola pública municipal em Canindé - Ceará.Verificou-se inicialmente que os alunos tinham resistência a novas vivências corporais, mas que foi cessado com a práticapor intermédio das atividades ministradas. A falta de infraestrutura da escola causou diversas alterações no planejamento docente, impossibilitando por vezes a prática das atividades por todos. O desenvolvimento das esferas motora, afetiva, social e cognitiva nos estudantes foi acompanhado e verificado mudanças benéficas. Considera-se que a realização da prática do Estágio Supervisionado para os graduandos de Licenciatura em Educação Física proporciona aquisição de conhecimentos que talvez não fossem adquiridos em outras disciplinas do currículo acadêmico, fornecendo ferramentas para a construção de uma identidade profissional, aproximando-o de sua futura realidade e campo de trabalho.

PALAVRAS-CHAVE: Educação Infantil. Estágio. Educação Física.