120 - PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION

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Introduction

"Playing with children is not wasting time, you win it, it is sad to see children without school, more sad to see them sitting in ranks, in rooms without air, with sterile exercises, without value for the formation of man" (Carlos Drumond de Andrade).

We begin our work with that title because it describes the importance of play for the development of the child, much more important even than the programmatic content used as a source of knowledge for learning institutions.

According Curriculum Proposal of Santa Catarina - PCSC (SANTA SATARINA, 2005) the child learns playing and learning plays, that is to build the knowledge along with the child there is a need for "tied up" in such a portfolio locked in a room closed without being able to express front of content that are "dumped" on their minds.

According to this document shows, it seems that a rule, in educational institutions, to learn relieve itself of the play becoming a requirement, which ceases to be interesting for a child going against what it says Moyles (2002 apud SANTA CATARINA, 2005, p.52) "the play is a means by which humans and animals explore various experiences in different situations and for different purposes," since his childhood, according Freire (1997) "is a very intense period of activity : The costumes and body movements occupy almost the entire time of the child. " On this understanding, depriving the child to learn from the joke would be giving up an important and efficient tool for the construction of knowledge.

So the game and playing instruments are used by children to build and strengthen the body and intellectuals in the world that the fence, but it is worth reading if it gives an unconventional way, using the imagination, the make-believe and representation, articulated with other forms of expression are able to learn rules of social interaction.

According to Arribas (2002) children need and ability to move that, based on simple idea would be enough to justify the need and concern in an educational system where Fitness is inserted into Child Rearing.

Accordingly, we believe that Bracht (1992, p.42) will contribute to this discussion in saying that

the expression is a body language, a universal knowledge, heritage of humanity that also needs to be transmitted and assimilated by students at school. The absence prevents the man and reality are perceived within a vision of totality. How to understand the natural and social reality, complex and contradictory, not a reflection on the culture body?

Therefore, this paper aims to investigate the importance of Physical Education, through its object of education, human movement, in the process of global development of the subject in Child Rearing.

Fitness in Children's Education: building possibilities...

The Child Education Center where we perform the activities of probation has six classes, each class has a teacher and an agent in activity, as it is called in Iloilo, who is the assistant conductor of the teacher. Thus, we conducted interviews with the teachers regents of each class, namely: Professor Lis, Orchid teacher, Professor Margaret, Petunia teacher, teacher and teacher Camelia Rosa.

These interviews were analyzed and related to the Diaries of Field of interventions we do with the class of Maternal II, Garden I, II and Pre Garden from August to November this year, seeking to enrich the work experience of teaching and reflect on our interventions in the CIS. The interventions included with thirty minutes of activities with each class, and planned in advance, with activities that meet the issue of play and, primarily, involving the movement in the human mind that Kunz (2004) points out, as a subject of communication with the world.

In that sense, seeking to understand how the teachers felt he was being a kid, we began our interview with this issue. We could see that the teachers to be child is a life stage, which consists of more freedom, to be in motion, be a subject of rights and duties and power play. The following lines show this understanding.

"[A child is] a human being in development, with rights and duties, more rights than duties" (Professor Liz).

"[Being a kid is] have the freedom to express their feelings in play, to be treated in a special way according to their age" (Professor Orchid).

"[Being a kid is] be free, be in constant motion, more receptive to learning, everything he sees, perceives the world, learn, be it discovering the world" (Professor Margaret).

"[Being a kid is] playing, be happy, running, screaming, anything is when they do so in the park" (Professor Petunia).

They come a few comments on these understandings about what is being presented by child teachers. The idea of childhood as a stage of life, presented by teachers, an idea that is still concern, in that many researchers as Aries (1981), Freitas (1997), and Sarmento Pinto (1997), already show the need to understand the children while a social construction, different in each era and society, assuming a political-ideological dimensions.

Also important thought of the speech teacher Petunia when it says that being a kid is "everything they do when they are in the park" thus going beyond that so we could understand that teaching in other areas there would be no space for children, ie in the classroom there is no space for children to play, to be joyful, running and screaming. This affirmative leads us to question what Pinto (2003), Schneider (2004) and Benedet (2007) point of division between be child and be student, between playing and learning. However reflections are necessary because the very RCNEI (BRAZIL, 2001) points Child's Education as an area of Education, Care and Play, understand the joke as one of the languages of the child, space development and learning.

It is this path that often the Fitness ultimately be underestimated in school (also on the Children's Education), it shall be considered a practice simply recreational, with a view to possible freedom of movement, in most areas school, only those classes or during breaks (recreation).

As considers Gaya (1999, p.252), says that when the body does not go to school,

[...] The contemporary pedagogical discourse so rich in innovations and intentions and that both enhances relationships needed to interdisciplinarity, multidisciplinarity, transdisciplinarity and complexity, is shortsighted. It is a myopic vision to reduce the school only to the formation of res cogitans. Well, there is no reason and spirit that are not embodied. I am body. Body lived. I am feeling, emotion and reason in a human body.

This reality to which the body is relegated at school (and consequently the Physical Education) could be felt throughout our operations when the teacher Rosa, several times not released for the classes of physical education students who had delayed activities, indicating that it was compliance with the most important activities in the classroom (taken as primarily cognitive activities) than the performance of the lessons of Physical Education (also seen as activities for the body only). Silveira (2000) also suggests this issue of physical education be seen as pure practice body, having no interference on the processes of learning and cognitive

development.

Already the talk of teacher Orchid on the need for the child "be treated in a special way according to their age", was also felt by us already in the early interventions, when we did a walk in the woods (activity of circuit) with the children. We plan the same activity for all classes (from the Maternal Grade II), believing that everyone could hold it, thinking about the level engine, and add the imagination, so necessary for the pedagogical action with the child.

Meanwhile, forget to note the specifics of childhood and the class of Maternal II had a child who when asked to collect a pebble like a flower and smells that flower she said in what was a flower, but a rock. We again the question of imagination, saying that we should say a magic word and that the stone would grow into a flower child and again said that it was a stone that she had and not a flower.

As well reminds us Vygotski (1998), it is during the pre-school that the child begins to build the upper psychological process of imagination, separating the sign (if the object stone) from their meaning (be a stone), achieving operating only on the meaning (transpose the meaning stone for the meaning flower), that is, is in pre-school that the child starts to get work on the representation and no longer determined by the direct perception of the object.

However, this construction does not give the day to night and that the educator works as a mediator of that process. In this example, that children made us reflect on our practice, destabilizing us from our knowledge, so that work in other classes that same day, and all subsequent interventions were reviewed and adapted to different ages and their needs.

As far as the understanding of teachers about the process of development and learning, as well as the importance of early childhood education and making the teaching faculty of Education of Children, we understand all the teachers brought in their speeches the importance of playing for the child can develop and learn skills such speech to meet with the one proposed by the RCNEI (BRAZIL, 2001), but, as noted earlier, contradicts other speeches and actions during our educational interventions.

As well remember Locatelli, and Fer Santos (s / d, p.2), Tadif (2002) highlights the need to understand that "[...] the knowledge of teachers time to assume a learned and integrated into the practice of work [...]", fact that justifies these contradictions between words and between the lines and pedagogical practices.

The Child Education professoras consider essential for the development and learning of children, saying that a child who attended the Children's Education is easily identified later, and less individualistic, has developed over the writing and so on. The teachers also felt Child's Education as the basis for all subsequent process of systematic training, whereas a good job at this level of education prevents learning disabilities and offers, the child, a full development. The lines that follow show that understanding of teachers.

"Compare Child's Education with the foundation of a house, if not well constructed, well crafted, collapsing. There will have to face the consequences. That is why I believe it is essential "(Professor Orchid).

"The Children's Education is the key, develops a personality, identity, with a good education prevents the Child is a learning disability. The Children's Education is the basis for the Primary School "(Professor Margaret)

"If the person were a tree Child's Education would be the roots. You have to be strong because here is learning for entire life "(Professor Rosa).

Thus, the teachers understand that the work of teachers Education Children must be at the child's sense of autonomy, construction of ethical and moral values of stimulation for the overall development of the child (in cognitive, social and psychomotor).

Sayão (2002, p.50) states that

The experience of collective spaces with other children and adults makes it possible for boys and girls, and even for adults, the extension of their expertise in various dimensions such as ethics, esthetics, body, sensitive, oral, written, artistic, rhythmic, among others, which are expressed in many instances where children play alone or in groups denoting the importance of Child Rearing for the child, for their development and learning as a whole rather than piecemeal way.

When asked about the axis motion, that the RCNEI (BRAZIL, 2001) brings as one of the axes to be worked in the Child Education teachers said that this axis is essential for the child in order that the child is moving, that every gesture is moving. The next few lines of teachers.

"The movement works the child as a whole, through the stimulation of motor coordination, balance. The material is through music, tour, stimulation of speech "(teacher Lys).

"[The movement] is very important, the child, she develops with the movement laterally, the motor coordination. It is the center, the focal point and center of everything "(teacher Camelia).

"The child is whole movement, the movement is based. It also interferes with learning and development "(Professor Margaret).

"The child itself is moving, and it is still not enough. We adults is that we are moving more limited. And the very movement interferes in the development and learning of children "(teacher Rosa)

And those understandings is used as a basis for justifying the need for teachers of Physical Education in Child Rearing, since, according to them, and the physical education discipline that works with the movement, with the education of the body, with more vocational and technical suitable for work with the axis motion. In the speech of teachers:

"Physical education is not playing sports, has a goal, is to unite three: physical education, psychomotricity and movement" (teacher Lys).

"[Fitness] games are diverse, with the ball, with the rope, skip, run, play all the motor area in accordance with age also" (teacher Orchid).

"[The Fitness] comes to work with the movement techniques suitable for this, helping the child to develop better" (teacher Margaret).

"The name already speaks, you educate the body. It is also healthy, especially when we are small, improves health "(Professor Rosa).

This vision of physical education, according to teachers, departing from their experiences as students and teachers as professionals who views acting as physical educators. However, it emphasized how much the Physical Education is still seen as the education of the body, without relating the cognitive issue, which is consistent with the search for Silveira (2000), where the Physical Education is seen related to movement, expression, the psychomotricity, but the child is fragmented, divided, as if these aspects are not related to cognition, with a body thinking, with a materiality.

Accordingly, on the interventions, the teachers felt that the work done by us trainees, as well as for any physical educator at Children's Education, assist in the development and learning of children, especially by the fact that they deem pedagogas while performing the same work that the physical educator can do, however, the latter has a knowledge about human movement that they do not have, which traces the spread of the physical educator in the area of Child Rearing. In the speech of teachers:

"[Physical education can assist in the development and learning of the child] because he [physical educator] is a special experience that we are large, is a more luggage you add to our knowledge" (teacher Orchid).

"We see the teachers of physical education activities and provide the know, then, what can you do not hurt the children" (teacher Petunia).

"I see the need [physical education] and I need someone expert in the field tell assisting you in day-to-day type" (teacher Liz).

In that sense, as physical educators plan involving various interventions circuits, where they worked balance, jump, lift and lower, crawl, go inside the tunnel, move in different ways (from back, with closed eyes, crouching down), overcome various obstacles, etc. .. We worked the perception body, with different objects, like balls of different sizes, textures and colors, so that children feel and know these differences so that develop the knowledge that not only learn to read in the classroom, but, with the body, with the feelings of that body, and can with that body to communicate with the media interfering in it.

Thus, we explore various possibilities of moving among the children in order to broaden the understanding of children on the movement as a means of communication with the world as a language, always valuing the teaching problematizing, where the teacher must propose a problem situation and children seeking ways to trace resolution and development of the shares. Therefore, we believe that we have really built a knowing, as it pertains to issue of human movement, specific and that goes beyond those that have pedagogas teachers, due to different training that we have.

However, during the speeches we feel short of what could be offering as construction of knowledge among the children, because the speeches were planned and implemented without any communication with the regents of classroom teachers, what Sayão (2002) claims to be the system to pick up child with the teacher of room, do the work and return the child to the teacher, which is all the work of physical education was released from everyday practice and systematic planning of learning institution in the CIS, making the Fitness, so showed how important the teachers and according to our own understanding, it "ilhada" without having a common point of departure nor continuity.

This issue is discussed and brought by Sayão (2002, p.59) when the author states that

to the teacher / Fitness to be more an adult with whom the children lay interactions in day care. However, only justifies the need for an / a training Child Rearing in the area where the educational proposals that concern the body and movement are fully integrated into the design of the institution, so that the work of adults involved is complete and if aiming to expand enable increasingly innovative experiences that challenge the children.

Therefore, we believe that left to be desired in connection with the ERC, and failed in greater understanding about what would be the children's education, their goals and principles, the knowledge that we build during the interventions, but we need to hold better for future interventions and work.

Final considerations: reflecting on the practice of teaching professor of Physical Education in Child Rearing

"[...] Though different, who would form and re-shape the form and who is trained as it is and how to be formed "(FREIRE, 1994, p.25) We believe that Paulo Freire (1994) is right that teacher and student are required in cases of mutual constitution and there is no teaching without discência and vice versa, because we all know that on the possibilities of Physical Education with the children of 0 to 6 years (Child Rearing) was seized during the probationary held in CIS, exchanges with the children and the teachers and technical and pedagogical staff of the school.

So, with that search could see how the understanding of childhood and practices with this population, are permeated with contradictions, of involuções and developments, making the Children's Education is still seen as a preparation for the elementary school, tied an understanding of the subject as a child come-to-be and not as a child.

Is seen in actuality, studies of this population so that we can achieve a practice that prime parking spaces for the promotion of learning, work as mediators of the zone of proximal development, and that the child Small has a vision of the world that some who have knowledge about their bodies and the culture of movement.

Thus, we see that, actually, the work of the physical educator with Child's Education is no different as activities such as teachers considered themselves, but is important for the range of professional knowledge that this has on the human movement that you allows, supposedly, planned, systematic and work with more property in the axis motion proposed by the RCNEI (BRAZIL, 2001).

This supposition is the fact that, although we have a large array of knowledge previously constructed throughout our university education and professional training and work on human movement, we feel great need in carrying out interventions, to know more about Child Rearing, being closer exchanges and carry with regents teachers and the aides so that we could see the effectiveness of our work.

If, as considered Charlot et al (2006), the teacher must work to build a process of reflection on their daily practice, of course this research-action allowed us to achieve the goal of the discipline of supervised probation, namely search of practice pedagogical, in that it made us think, (re) create and (re) mean our actions and ideas about the possibilities of Physical Education in Child Rearing.

However, we believe that this possibility has brought more questions and uncertainty than the satisfaction of work completed. But as they say Cortella (2006, p.11)

the always surprising Guimaraes Rosa said: 'the animal happy sleep. " Behind the apparent obviousness is one of more funds alerts against the risk of ourselves in existential boredom in redundancy in basic intellectual and affective. What the writer so well understood is that the human condition and substance loses vital energy every time he feels fully comfortable with the way things are now, yielding to the seduction of rest and detained in the accommodation.

It is, for us, the provocation, the dissatisfaction, the destabilization and the possibility of growth, construction, non-closure. How would Gonzaguinha: "Singing the beauty of being an eternal apprentice."

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PHYSICAL EDUCATION IN EARLY CHILDHOOD EDUCATION

This work is a report of survey conducted during the course of Stage Supervised: Search of Educational Practice Course for Graduate Education in Physics. While intrigued scholars in the thought of teaching practice of physical educator with the children of Child Rearing, a fact that during the speeches of probation, led us to inquire about the importance of this discipline, through its object the study of human movement, in the process Development of the subject in Child Rearing. With this research-action aimed to analyze how the teachers of Education Child understood the lessons of Physical Education, if they believed these important lessons, and if the teachers watched influences school of Physical Education in the process of development and learning of children. To meet these goals we conducted interviews with all teachers of the Child Education Center (IEC) which developed the stage. The interviews were analyzed based on analysis of content and in the field of daily speeches made during the internship. We noticed the Fitness is understood by teachers as an important practice in Child Rearing. However that amount is not related to the specific work of the physical educator, but the specific knowledge of the business, identified as the most likely to work with the movement of children. We therefore consider it essential that the work of physical educator in Children's Education is held in partnership with other teachers, view the child as a whole. Also shows the need for professional inclusion of Physical Education in CIS's. Keywords: Physical Education - Child Education - Teaching

L'ÉDUCATION PHYSIQUE À LA MATERNELLE

Ce travail est un rapport de l'enquête menée au cours de la phase supervisée: Recherche de la pratique éducative des cours supérieures pour l'enseignement de la physique. Tout intrigué les chercheurs dans la pensée de l'enseignement pratique de l'éducateur physique avec les enfants à l'éducation des enfants, un fait que, pendant les discours de la probation, nous a conduit à enquêter sur l'importance de cette discipline, par l'intermédiaire de son objet l'étude du mouvement, dans le processus Développement du sujet dans l'éducation des enfants. Grâce à cette recherche-action visant à analysons la façon dont les enseignants de l'éducation des enfants compris les leçons de l'éducation physique, s'ils croient que ces leçons importantes, et si les enseignants visionnées influences de l'école de l'éducation physique dans le processus de développement et de l'apprentissage des enfants. Pour atteindre ces objectifs, nous avons mené des entrevues avec tous les enseignants de l'enfant, Education Center (IEC) qui se développa la scène. Les entretiens ont été analysés sur la base analyze de contenu et dans le domaine de tous les jours des discours prononcés pendant la durée du stage. Nous avons remarqué que le fitness est entendu par les enseignants comme une pratique importante dans l'éducation des enfants. Toutefois ce montant n'est pas lié à la spécificité du travail de l'éducateur physique, mais les connaissances spécifiques de l'entreprise, identifiées comme les plus susceptibles de travailler avec le mouvement des enfants. Nous estimons donc qu'il est essentiel que le travail d'éducateur physique dans l'éducation des enfants est organisé en partenariat avec d'autres enseignants, afin de l'enfant dans son ensemble. Montre aussi la nécessité pour les professionnels inclusion de l'éducation physique dans la CEI. Mots-clés: l'éducation physique - l'éducation des enfants - Enseignement

LA EDUCACIÓN FÍSICA EN EL JARDÍN DE INFANCIA

Este trabajo es un informe de la encuesta realizada durante el curso de la Etapa supervisadas: Búsqueda de la práctica educativa Curso de Posgrado en Educación Física. Si bien los estudiosos intriga en el pensamiento de la enseñanza práctica de educador físico con los niños de crianza de los hijos, un hecho que durante los discursos de libertad, nos llevó a investigar acerca de la importancia de esta disciplina, a través de su objeto el estudio de movimiento humano, en el proceso Desarrollo de la asignatura en la educación de los hijos. Con esta investigación-acción encaminada a analizar cómo los profesores de Educación Infantil comprende las enseñanzas de la Educación Física, si a su juicio, estas lecciones importantes, y si los profesores vieron influye en la escuela de Educación Física en el proceso de desarrollo y el aprendizaje de los niños. Para cumplir estos objetivos se realizaron entrevistas con todos los profesores de la Centro de Educación Infantil (CEI) que se desarrolló la etapa. Las entrevistas se analizaron sobre la base de análisis de contenido y en el ámbito diario de los discursos pronunciados durante la pasantía. Nos hemos percatado de la Vida Sana es entendido por los profesores como una importante práctica en la educación de los hijos. Sin embargo esa cantidad no está relacionada con el trabajo específico de la educación física, pero el conocimiento específico del negocio, identificado como el más probable para trabajar con el movimiento de los niños. Por lo tanto, consideramos que es esencial que la labor del educador físico en la educación de los niños se lleva a cabo en colaboración con otros profesores, ver al niño como un todo. También pone de manifiesto la necesidad de inclusión profesional de la Educación Física en la Comunidad de Estados Independientes. Palabras-clave: Educación Física - Educación Infantil - Enseñanza

EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL

Este trabalho é um relato de pesquisa realizada durante a disciplina de Estágio Supervisionado: Pesquisa da Prática Pedagógica do curso de Licenciatura em Educação Física. Enquanto acadêmicos nos intrigava pensar a prática docente do educador físico junto às crianças da Educação Infantil, fato que, durante as intervenções de estágio, nos levou a pesquisar sobre a importância desta disciplina, por meio de seu objeto de estudo o movimento humano, no processo de desenvolvimento do sujeito na Educação Infantil. Com essa pesquisa-ação objetivamos analisar como as professoras da Educação Infantil compreendiam as aulas de Educação Física, se elas consideravam importante estas aulas, bem como se as professoras observavam influencia das aulas de Educação Física para o processo de desenvolvimento e aprendizagem das crianças. Para responder a esses objetivos realizamos entrevistas com todas as professoras do Centro de Educação Infantil (CEI) onde realizamos o estágio. As entrevistas foram analisadas com base na Análise de Conteúdo e nos diários de campo das intervenções feitas durante o estágio. Percebemos que a Educação Física é entendida pelas professoras como uma prática importante na Educação Infantil. Entretanto essa importância não se relaciona a especificidade do trabalho do educador físico, mas sim a especificidade do conhecimento deste profissional, apontado como o mais apto a trabalhar com o movimento das crianças. Assim, consideramos essencial que o trabalho do educador físico na Educação Infantil seja realizado em parceria com os demais docentes, entendendo a criança como um todo. Também denotamos a necessidade de inclusão profissional da Educação Física nos CEI's. Palavras-chave: Educação Física Educação Infantil Docência.