178 - THE CONSTRUCTION OF A COLLECTIVE PROJECT FOR INTERVENTION OF THE PHYSICAL EDUCATION IN THE INFANTILE EDUCATION

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INTRODUCTION

The conception on childhood and child assumed several meanings along the years. It is possible to notice that in the eight hundred (GOUVÊA, 2003; KUHLMANN JÚNIOR, 2000), a different age categorization that it associates and it defines specific spaces for children and young. In that period, the child was only considered capable for learning starting from the seven years, in other words, in the childishness, age of the reason and of the intellectual development. The age that precedes this period was considered inadequate for the intellectual learning, therefore the infantile institutions intended to assist the mothers that needed to work, and no the children.

They advance the subject of the eight hundred of service just to the families, discussing pertinent subjects to the child of everywhere, not just the child of the education institutions (NUNES, 2005). The childhood has been discussed in the perspectives biological, psychological, pedagogic, in the extent of the attendance (KUHLMANN JÚNIOR, 2003; ROCHA, 2003), education (CERISA, 2003; KRAMER, 1998); and sociological (MARTINS FILHO, 2005; QUINTERO, 2002; SARMENTO, 1997).

When we thought in the work with small children it seems pertinent to recognize them as social subject; to be attentive to their "speeches" in several languages, to their several forms of manifesting, what contributes to addressing that the teachers should give to that work; to think that their manifestations represent a spectrum of competences (GARDNER, 1994; NOGUEIRA, 2001) that the teacher as partner can help to develop.

Accompanying the debate in the education sphere, the productions of the Physical Education seem to look at the small child's specificity/need and of curriculum and organizational subjects that it permeate the pedagogic work in the Infantile Education (SAYÃO, 1999; 2002). However, in spite of the academic field of the Physical Education to have mobilized theoretical and practical experiences involving the discussion on the small child, there aren't evidences of a concern with the valorization of the relationship of that knowledge area with the Infantile Education, in the intention of crossing such *knowledge and do* with the construction of a conception of Infantile Education.

In what it concerns to the theoretical studies on a *Pedagogy of the Childhood*, the authors Cerisara (2003), Rocha (1999) and Kramer (1998) they signal the need to work with the child in their several languages. In that case, the movement understood as the child's corporal language also wins central aspect. However, the productions that signal a form of doing that work to happen in the concrete of the school times/spaces are scarce. Just not thinking about a model to be proceeded and yes in a materialized experience, where for certain context was presented/discussed the limits and possibilities own of that reality and possible to the higher education teachers/students.

In spite of the authors like Ayoub (2005) and Sayão (1999), they indicate the need of studies to come to signal the need to build didactic-pedagogic works for the teachers' practice in the daily school, the accusation glance still stays when not considering the do-knowledge of those same teachers. In that way, it would be perceptible the visualization of a ditch between the pedagogic practices and academic theories, being evident to think in empiric investigations that they indicated roads, alternatives, as Santos (2005, p. 14) affirms, "[…] that could cross the theoretical speech and it made possible new interpretation forms, ruled in the teachers' practices" and in the other investigations produced on the theme.

Due to the verification that the studies found in the printed papers of the Brazilian Physical Education don't usually look for to investigate the daily actions in the context in which they arise, in other words, in the space/times called Escola/CMEI and when they do don't recognize the participants' social experiences (TARDIF, 2002) and the constitution of the knowledge oh the pedagogic action (GAUTHIER et al., 1998), we opted to accomplish in that project/research (SAINTS, 2005) an empiric study with the daily school. In those terms, I intended to systematize/render a theoretical-methodological proposal for the Infantile Education starting from an experience as specialist teacher in the Municipal Net in Vitória-ES, in the school year of 2005, in the project-pilot in a Municipal Center of Infantile Education (CMEI).

We took as base the experiences accomplished in the daily school, specifically in the project-pilot developed by the General Office of Education of Vitória (SEME), with intention of indicating concrete possibilities of actions *practicestheoreticalpractices*, understanding that the practice and the theory are linked. It is treated of an attempt of to cross the theoretical speech and to indicate new glances, perspectives and roads to make possible other interpretation forms and the construction of works thought to leave and with the daily.

1 In previous study we accomplished an analysis on the debate transmitted in newspapers, with the intention of knowing how it happened the relationship historically between the Infantile Education and the Physical Education, especially in what it refers to the teachers' formation. For so much, we took as source for the rising of data the Catalog of Newspapers of PhysicalEducation and Sports (1930-2000), produced by the Institute of Research in Education and Physical Education (PROTEORIA). Para to know more to see Nunes (2003).

2 We took as dimension the expression with for we believe that the intervention process is woven starting from practice/researching with the daily scholar taking as starting point the authors'do-knowledge and actors of that context. To know more on the subject to see study of Santos (2005).

3 We are referring to the Project of implantation of the disciplines Physical Education and Visual Arts in the proposal of Infantile Education of the System of Basic Education of Vitória - ES, that it involved the participation of teachers' of Physical Education and Visual Arts in some units of Infantile Education in the period from 2004 to 2005. The project was idealized by teacher Nelson Figueiredo de Andrade Filho with the professionals of the Municipal Net of Teaching of Vitória (SEME). We developed the project-researches in CMEI, that we called Criança Cidadã, to preserve the subject of the institution. It is important to highlight although that the Project-pilot made possible an expressive increase of productions rehearsal in CEFD/UFES, that investigated the approaches between the Physical Education and the Infantile Education, standing out, in that context Machado (2004) and Melotti (2005)'s studies , guided by Andrade Filho, and the studies of Nunes (2005) and Guimarães Júnior (2006), guided by Wagner dos Santos. Besides, in the year of 2005, the Public Contest was accomplished for to turn effectiveefetivar professionals of Physical Education and Visual Arts in the Infantile Education, in the Municipal Net of Vitória, as positive answer to the work developed in the Pilot-project.

4 It is form of writing of GRUPALFA (Group of Research of Literacy of the students of the popular classes) and of PROTEORIA (Institute of Research in Education and Physical ducation), that it tries to unite terms before separate creating, like this, a new word "in the attempt of overcoming with that it was 'built' the modern science" (SAMPAIO, 2003, p. 23).

AN EXPERIENCE IN THE PHYSICAL EDUCATION IN CMEI "CRIANÇA CIDADÃ" IN VITÓRIA: ARTICULATING DOING-KNOW

The incessant search for the collective work integrating the teachers'know and the constant reflection of their practices was one of the central points so that the work assisted to the children's needs. In that way, the intervention process was constituted leaving of the existences daily *practices-theoretical-practices*, in other words, the practice as criterion of the truth (SAINTS, 2005; GARCIA, 2003); relating the knowledge of the experience with the theoretical knowledge (TARDIF, 2002). In that way, we considered the *existential research-action* (BARBIER, 2002) as need and, in that perspective, being implicated by the context and implicating it, we developed a collective work for the practice of *implicate/walking* with the daily subjects.

When thinking in the notes on the quality work to assist the children of zero to six years glimpsed in the previous study (NUNES, 2003) and in the specific needs of an institution, in the case the CMEI "Criança Cidadã", that, in it Political-Pedagogic Project it didn't foresee the work with specialist teachers, we built a proposal based in the institutional projects of CMEI and in the object of work-study of the areas of knowledge Physical Education, Visual Arts and of the teachers regents. In that case, in the moment of the accomplishment of the *project/research*, CMEI developed the projects *Child citizen today and always*, that it has as base the work with the Child's Rights, and *Reading, creating... I learn playing*, with intention of building a new reading of a literature work.

To guarantee the teachers' articulation and the constant reflection of the teaching, in order to integrate *knowledge* without the fragmentation of functions, offering *learning with meanings* (ANTUNES, 2002) for the children to understand and they participate in the context in which they are inserted, the plannings and classes were shared in a collective way. That structure was fundamental for the professionals' involvement, for the socialization of ours *do-knowledge* and the adults' learning and children for the relationship of I dialogue established. For so much, we were attentive not just to the expressed needs in a verbal way for the children, but essentially to the motivation of the *small* ones to the if they involve with certain activities that tried daily in the *moments and among moments* (RICHTER, 2005) of the institution. Like this, the narrowing of the relationship between the professionals and yours *do-knowledge* and the attention given to the children's needs contributed for the construction of the collective work, based on the Pedagogy of Projects (HERNÁNDEZ, 1998), that it was known as Playing in the Noah's Ark.

In that case, we accomplished a new reading of the work The Noah's Ark, of Vinícius de Moraes, developing five themes: *The Noah's Ark, The dog, The seal, The cat and The duck*. Under those themes, risings related to each knowledge area were made. As teacher of Physical Education, I gathered popular music (*His Lobato, His Noé, The coach, Puppy is barking, I Threw the wood in the cat, Don't throw the wood in the cat*), choreographies (displacement, turns, pantomimes), stagings, games, nick, motive abilities and other activities that could be put in a context by for each one of the elect themes. The teacher of Visual Arts, for the same themes, lifted artistic works (Pablo Picasso, Paul Cézanne, Mondrian, Van Gogh, Tarcila do Amaral, Alfredo Volpe, Pieter Bruegel), painting types, space notions (inside, out, on top, below), work with colors, geometric forms, motive coordination dies (to knead, to tear, to cut out, necklace to paint - with pencil, scouring pad, roll, brush). The teachers regents built proposed in agreement with the specialist teachers'work, considering the activities that had wakened up larger interest in the small for the most specific development of the oral language, writing and numeric. Like this, we thought about the net of several knowledge areas and in their benefits so much for teachers as for the children, propitiating "[...] the change of information and knowledge, the cooperation, the practice of the relationship in group" (NOGUEIRA, 2001, p. 64).

We developed during the project an average of 52 classes that they happened at the classrooms, in the auditorium and in the field of synthetic gram, rendered in different days in each group. It is important to stand out that we will take as example, in order to elucidate the didactic-pedagogic procedure systematized during the intervention, the theme *The Noah's Ark*.

The Noah's Ark

The first theme chosen was *The Noah's Ark*, being worked with history through a book with some encourage and plush Noé, historiated gymnastics, video of a drawing on the history, nick with music, besides the popular music *His Noé, His Lobato*, and of the music *The Ark* and of the literary work *The Noah's Ark*, of Vinícius de Moraes, with choreographies, totaling five classes.

With base in those material resources, after they know the order of the events of the facts of the history, we built a historiated gymnastics, imitating the path of the ark and the several animals that polish, that drag, that swim, that fly, that they consisted of ours repertoire and that they were suggested by the children and also for the teacher regent. We used as space the field of synthetic gram and the auditorium.

The children imitated the sounds and movements of the animals as toad, rabbit (jumping), alligator (crawling balancing the clang), it collects (dragging the belly in the ground), crab (supporting of backs hands and feet without support of the clang), birds, giraffe (walking in stocking foot tip), among other, simulating the entrance in the ark and awaiting with fear of the thunders the passage of the flood. It was a rich experience in movements, expressions and in the interaction with that the children accomplished the activities.

We used the music *His Lobato, His Noé and The Ark*, that we set up a choreography with simple gestures, to facilitate the child's learning for the association of the letter of the music with the movement, propitiate them a repertoire of pantomimes, movements, evolutions, steps and direction notions - mainly lateral, when singing. In that work, we learned the letter gradually hearing the CD first in parts, explaining the words that not to go of the understanding of the small ones, increasing a suggestive gesture little by little, and singing without the CD, being that a practice accomplished in all of the moments with music of the classes of Physical Education. As we spoke about several bugs, we included the music *His Lobato* of the *CD Baby hits* that doesn't speak about the history of the ark, but it suggests the imitation of several animals, and choreography was for set up to assist the movement objectives.

We still did, in the auditorium, the *Nick of the Noah's Ark*, that consisted of four groups of animals (in our case, dog, cat, little bird and duck) in delimited extreme spaces, tends to the middle the *His Noé* and their three children. To the teacher's sign, that is given after dancing the music *His Noé* of the CD *Baby hits*, two groups of animals are requested and they should change of house. The animals that it is out of the house during the movement, could be diffuse for Noé and their children, with the choir: "*For Noah's Ark*, *for Noah's Ark*".

It was important that the children lived before as would be accomplished the activity for the best understanding of *the small*, because as in the alert Chicon (2004, p. 46), "the students' understanding on the task to be accomplished is fundamental for her to happen appropriately, otherwise, the subject of the communication can be the first aspect to provoke the student's failure". With that understanding, after several requests, in several directions (horizontal, traverse), the last animals took His Noé's place and their children, resuming the game.

Those moments were important for the children to notice that it just was not enough to run, they should seek the specific "house" to change of place, with cunning to avoid and to flee of the catchers. For time, the catchers should also be attentive to the animals that would change of "house" to take them for the ark. It was treated, actually, of a nick of our popular culture that we felt the need to adapt to the context of the *Noah's Ark*, including characters of the history and a music to be still more attraction and rich, in other words, the activities proposed - music, nick, choreographies, gymnastics - if they were not in the context of the history of the

ark would not translate moments really significant for the children.

At the end of each class we rescued what had done and we discussed what was more interesting, according to the students' reflection. When we began the following class, we made the rescue of the previous class and with base in them built new knowledge. For Antunes (2002), the moments of for in the context they are essential for the students to understand the traveled road, their acting and their progressive conquests.

For illustration of what developed, the children produced drawings relative to a music or the lived activities, which, following the idea of the *evaluation of indications* (SAINTS, 2005), it served us of tracks for us to evaluate the students' appropriation in what refers to the classes. The works were made in way collective or individual, always exposed in panels.

Through those *tracks* (GINZBURG, 2002) devoted in the daily school, during the intervention process, we opted to change the strategy to the we notice that the children had already assimilated the rules of the nick and absorbed some abilities (to run, to avoid, to associate the letter with gestures and to be attentive to the game...), beginning, like this, the work that denominated circuit. In that case, before beginning the circuits and thinking about the concept of *area of proximal development* (VYGOTSKY, 1994), we left than the child already accomplished alone to intervene from way to improve her existence in the activity, not in search of an optimization for who did better, but to unbalance them. We considered that the children possessed different levels of development, several forms of interacting, and luggage of different experiences. Being likewise should consider different ways to stimulate them to unbalance them (MATTOS; NEIRA, 2004).

To the we think about the teacher's mediation as a process of *action-reflection-action* dialogue, said in another way, considering the teacher's practice as criterion of truth sustained by yours know (TARDIF, 2002), that it is meant in another way by the theory for a new intervention, we used the perspective of the *evaluation of indications* proposed by Santos (2005). Therefore the project-researches if it constituted in way of indications, in agreement with the tracks that the practice little by little supplied us and, in that way, the evaluation was never divested of the objectives, contents and of the methodological references built in the daily school, since, in agreement with Santos (2005), the evaluation is not characterized as an independent category of those elements.

For analysis of the existences in the classes of Physical Education, we created several instruments that gave visibility to the process, such as field diary, records of evaluation of the children's development, records of attendance of the classes, report of evaluation of the project, Diary for visualization of the development of the project/research, exhibitions, filmings of the classes and of the presentations, pictures, presentations involving theater and dance, among others. Besides, the evaluation understood here as *indication practice*, accompanying the tracks that the practice little by little supplied us, it was not considered as an isolated moment of the process. Actually, several moments understood as ends of stages happened because the evaluation permeated all of the moments of the project/research developed in "Criança Cidadã" CMEI. As indication practice (SAINTS, 2005), the evaluation established with the children a relationship for besides the diagnosis and of the measure proposals defined by the models of evaluation *somativa and formative*, she supplied us indications of the processes in development to delineate the actions of the intervention project.

The discoveries evidenced in this project/research indicated the need of we continue looking for new work forms, fruit of individual and collective investigations that assist the child's specificity, that is not the same in place some, and for that, ready incomes don't exist. In that case, the work was built with the subjects; children and adults, teachers and students, specialist teachers and regents, in the concrete of the school space/times with all the complex mobility.

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THE CONSTRUCTION OF A COLLECTIVE PROJECT FOR INTERVENTION OF THE PHYSICAL EDUCATION IN THE INFANTILE EDUCATION

ABSTRACT

It has as objective to build a theoretical-methodological approach leaving of the experiences accomplished in the daily school in a Municipal Center of Infantile Education in the Municipal City Hall of Vitória, with intention of indicating concrete possibilities of actions practices-theoretical-practices. The project/research was woven in the concrete of the school spaces/times in answers to the signs that the daily action offered. Like this, it broke of the teachers'know and of the work and collective reflections, valuing the spaces of changes among the professionals, in order to entangle significant learning for the children, inside of a context, in agreement with the projects of work delineated by CMEI "Criança Cidadã". It used, among other instruments for collection of data: filming, pictures, field diary, the children's productions and questionnaire. The discoveries of the research evidenced a concrete possibility of pedagogic action permeated by the Pedagogy of Projects, in which, it is possible to articulate, in complex way, the different teachers'do and know. In that case, it was possible to work with the component of the curriculum of the Physical education in the Infantile Education in a collective way and integrated into the other professionals and the several knowledge areas without, however, to promote a specialization to discipline.

Word-key: Infantile Education. Physical Education. Daily.

LA CONSTRUCCIÓN DE UN PROYECTO COLECTIVO PARA LA INTERVENCIÓN DE LA EDUCACIÓN FÍSICA EN LA EDUCACIÓN INFANTIL

RESUMEN

Objetiva construir una abordaje teórico-metodológico que parte de las experiencias realizadas en el cotidiano escolar en un Centro Municipal de Educación Infantil en la Prefeitura Municipal de Vitória, con la intención de indicar posibilidades concretas de acciones *prácticasteóricoprácticas*. El proyecto/investigación se tejió en el concreto de los espacio-tiempos escolares en las respuestas a las señales que la acción diaria ofreció. Así, rompió del saber de los maestros y del trabajo y reflexiones colectivas, valorando los espacios de cambios entre los profesionales para enredar el aprendizaje significante por los niños, dentro de un contexto, de acuerdo con los proyectos de trabajo delineados por el CMEI "Criança Cidadã". Utilizou, entre otros instrumentos para la colección de datos,: filmes, cuadros, diario del campo, las producciones de los niños y cuestionario. Los descubrimientos de la investigación evidenciaron una posibilidad concreta de acción pedagógica penetrada por la Pedagogía de Proyectos en que, es posible articular, de la manera compleja, el diferentes haceres/saberes de los maestros. En ese caso, foi posible trabajar con el componente del plan de estudios de la Educación Física en la Educación Infantil de una manera colectiva e integrada en los otros profesionales y las varias áreas de conocimiento sin, sin embargo, promover una especialización disciplinar.

Palabras-llave: Educación Infantil. Educación Física. Cotidiano.

A CONSTRUçãO DE UM PROJETO COLETIVO PARA INTERVENçãO DA EDUCAçãO FíSICA NA EDUCAçãO INFANTIL

RESUMO

Objetiva construir uma abordagem teórico-metodológica partindo das experiências realizadas no cotidiano escolar em um Centro Municipal de Educação Infantil, na Prefeitura Municipal de Vitória, com o intuito de indicar possibilidades concretas de ações *práticasteóricaspráticas*. O projeto/pesquisa foi tecido na concretude dos espaços/tempos escolares em respostas aos sinais que a ação cotidiana oferecia. Assim, parte dos saberes dos professores e do trabalho e reflexões coletivas, valorizando os espaços de trocas entre as profissionais, a fim de enredar aprendizagem significativa para as crianças, dentro de um contexto, de acordo com os projetos de trabalho delineados pelo CMEI "Criança Cidadã". Utilizou, entre outros instrumentos para coleta de dados: filmagem, fotografias, diário de campo, as produções das crianças e questionário. Os achados da pesquisa evidenciaram uma possibilidade concreta de ação pedagógica permeada pela Pedagogia de Projetos, na qual é possível articular, de forma complexa, os diferentes *fazeressaberes* dos professores. Nesse caso, foi possível trabalhar com o componente curricular Educação Física na Educação Infantil de maneira coletiva e integrada aos demais profissionais e as diversas áreas de conhecimento sem, contudo, promover uma especialização disciplinar.

Palavras-chave: Educação Infantil. Educação Física. Cotidiano.