62 - CONTRIBUTIONS OF PHYSICAL EDUCATION ON PSYCHOSOCIAL DEVELOPMENT IN PRESCHOOL

GISLAINE DE OLIVEIRA GOMES;
RAMON GUSTAVO DE MORAES OVANDO;
GISELE APARECIDA FERREIRA MARTINS;
Campo Grande, Mato Grosso do Sul, Brasil
gislainelingerie@hotmail.com

INTRODUCTION

Childhood presents itself as a privileged moment rich learnings with regard to preschool, deserving highlight learning body movement, cognitive and social.

The Brazilian education legislation provides that basic education is divided into three levels of education: early childhood education, elementary school, high school. The preschool who refers to early childhood education was our focus of study, where we seek to analyze what is the importance of physical education on psychosocial development of children entered preschool.

The school is a place of discoveries and expansions of individual experiences, cultural, educational, and social understanding that physical education has a fundamental role in preschool, because children provide a diversity of experiences to create, invent, discover new movements, and the space of the physical education class favors children experiments with the body, with materials and social interaction (BASEI, 2008).

It's remarkable how child development follows typical patterns with important attributes and abilities that develop, and is fundamental to participation in sports activities for its process of growth and development throughout life, where you will provide leisure, social interaction, well-being and values.

In physical education classes the child will have the opportunity to relate to, and through movements, gestures and actions she will demonstrate their difficulties, their yearnings, their way of thinking, their way of acting and his personality (SANTANA, 2012).

PSYCHOSOCIAL DEVELOPMENT

Erik Erikson Honburger was the first American child psychoanalyst. The theory of psychosocial development of Erik Erikson predicts that the psychological growth occurs through stages and phases (RABELLO; STEPS, 2001).

Psychosocial stages involve some arts of life cycle beyond infancy, and there is no denial of the importance of infant stages, because after all it is in them that gives a whole psychological and motor development, where we observed that we built in infancy in terms of personality is not entirely concrete and can be gradually modified by future experiments (RABELLO, STEPS, 2001).

According to R and Steps (2001), to Erik Erikson, the stages are defined in:

First stage: trust/mistrust, occurs approximately during the first year of life, from 0 to 18 months.

Second stage: autonomy/doubt and shame, occurs approximately between 18 months to 3 years of age.

Third stage: initiative/fault occurs approximately between 3 and 6 years of age.

Fourth stage: industria (productivity) inferiority, takes place in school age before teens from 6 to 12 years of age.

Fifth stage: identity/mistaken identity, marks the period of adolescence.

For Tavares (2010) psychosocial development is the interaction of psychological development in the formation of social relations.

Psychosocial development happens because the human being is an open system and is in constant interaction with the environment through social interactions, providing the personality training and obtaining its own characteristics (MAGNO and CAMARGO, 2012).

PSYCHOSOCIAL DEVELOPMENT AND PHYSICAL EDUCATION

Development is a process that begins at the time of generation ending with death, and which is influenced by biological factors: engines, moral, cognitive, emotional, social and affective, IE, we can consider the development as a set of transformations throughout life (Benedict, 2005).

The role of preschool in psychosocial development is to integrate, support the balanced development, contribute to the affective and cognitive stability and safety of the child. The educator should detect the difficulties, to ensure the health and hygiene, facilitate the involvement of children in the process of socialization, thus facilitating the transition of the child for the following years (TAVARES, 2010).

Physical education has an important role as a facilitator of learning and encourages the full development of children, through jobs that have a challenge, causing them to explore, create and develop your skills. The physical education professional can also provide an appropriate environment for the child, offering experiences helping in their integral development, being possible to work the body harmoniously in physical, cognitive and psychosocial aspects, contributing thus to the formation of the child at each stage of their development (MAGNUS; CAMARGO, 2012).

Santana (2012) says that the socialization and training of the child's personality happens in the school environment, more precisely in physical education class, where the child has more contact with group activities which is essential for their physical and psychological training, because the child will express their feelings and thoughts through the movements and actions. During the physical education lessons the teacher can assist the child in its development, because through each action that the child expresses the professional can check their shortcomings and difficulties.

PHYSICAL EDUCATION IN PRESCHOOL

Physical education is the area of knowledge that encompasses the pedagogical activities, having as theme the body movement and that takes place in the educational institution (BRACHT, 1989).

Physical education at present, according to the National curricular parameters (PCN) is the area which seeks to include all students, which promotes the insertion and integration of body culture movement through experiences of games, sports, gymnastics, wrestling, rhythmic and expressive activities and the knowledge about the body (BRAZIL, 1998).

Physical education classes are of paramount importance to the student become a be critical, active and autonomous regarding the practice of physical activity. The teacher has great importance in this context since the literacy, because it is he who will spark the interest of children, with games, jokes that encompass cognitive and motor and psychosocial features of playful way thus enabling a smoother learning (SHARMA and PANDEY, 2006).

Rondinelli (2012, p. 06) collaborator of Brazil School, highlights:

> "The physical education has an educational advantage that few disciplines have: power of fitness of the content to the social group in which it will be worked out. This fact allows a freedom of work, as well as a free evaluation of the Group and the individual-on the part of the teacher, who can be quite beneficial to the General student's educational process ".

According to Mattos and Neira (2008) physical education professional to develop a lesson plan for early childhood education, has as its primary concern check the factors which should be taken into account for the success of his task, the teacher attention and observe not only the cognitive, social-affective and psychomotor the child, but also the cultural heritage to which it has access.

The teacher has an important role of mediator between objects/world, enabling the child to be not only the subject learning, but also one who learns next to another, the Professional also has the task of choice of materials, the local school, donates equipment to be used, helping children in building the learn together (BASEI, 2008).

It is extremely important that the physical education professional work the playful with children of preschool, because it will allow a global development through the discovery and creativity, and the child express herself, analyze, criticize and transform reality, helping to redefine values and interpersonal relationships (DALLABONA and MENDES, 2005).

From this perspective, the present study aims to seek to analyze physical education as a major factor in the psychosocial development of the preschool.

METHODS

According to Lakatos and Marconi (2011), the methods, in General, adopt two different times. The first moment is the research or data collection. The second moment is characterized by analysis and interpretation, when you search to find the meanings of these data. This work is a research of qualitative character.

With the theme set, the first step towards the realization of the research was done the survey of works which emphasized physical education as a factor of psychosocial development in early childhood education.

Data collection was carried out with 4 teachers preschool pedagogas, females who work between 2 and 12 years old, and a Physical education teacher who teaches at preschool at 3 years in a public school, located in the municipality of Campo Grande/MS, this survey was conducted in September 2013, by means of a questionnaire which was developed a study on the importance of physical education on psychosocial development in preschool. Having as main objective to encourage educators to reflect on the importance of physical activity in child development and understand it as an enabler of the varied abilities of the child and instrument for the construction of knowledge.

RESULTS AND DISCUSSION

The collected data were classified into four categories of analysis: 1° the participation in sports activities, being essential for the growth and development of the child; 2° The factors influencing on the psychosocial development of the child; 3° the methodology used to contribute to the socialization of children; 4° the physical education as an element in motor development facilitator, the child's cognitive and social. Being that the pedagogas are being composed by the abbreviations S1, S2, S3 and S4

Content analysis (FRANCO. L)

1° participation in sporting activities being essential for the growth and development of the child:

Q1	Reply	Essence
S1	Important in the evolution of the child in several aspects, social, motor, physical ...	The activities are fundamental to the development of the child at any age, but always seeking certain objectives to be achieved, in socialization, cooperation, individual improvement, however being always necessary to realize that the child should be placed in situations of life experience and not specialization.
S2	Yes, very important for the child has time to exercise, extravagar and be more quiet in the classroom.	
S3	With all certainty, the child who engages in sports activities, overcomes difficulties and improve self-esteem.	
S4	Yes, but motivates them develops self-esteem, and interest in the sport, promoting the inclusion, avoiding the truancy, and drug and other interest ...	
Physical education teacher	I believe it is crucial, because the sport can be an activity with goals in socialization, cooperation, healthy competition and search for improving individual technique.	

Organized by: GOMES, OVANDO, 2013

In table 1 with respect to participation in sports activities of children, all pedagogas replied that (Yes), it is important for the evolution of the child in all respects, as it helps the relationship between them, in the motor development and improves self-esteem. For the teacher of physical education, sport can be an activity with goals in socialization, in cooperation with sound competitions seeking individual improvement.

As a social benefit, the child through activities and games, feature situations that symbolize a reality that still cannot reach, and through the symbolic games if implies real and I, and the games still favor the formation of personality, acting directly on group cooperation and collective participation, not prevent, in any way that one or more children if Excel and succeedthe important thing is that all work directly for the victory of the Group (VASCONCELLOS, KOEHLER, 2011).

The sports activity is vital at any age, but especially for children, because these are starting their development of various skills. For preschool the sport can be playful form, sound work without competition, seeking to improve individual technique with experience situations and experiences without hope for specialization.

2° factors influencing on the psychosocial development of the child:

Q2	Reply	Essence
S1	The factors are many, full appreciation of children, socialization, cognitive, reasoning.	The psychosocial development of the child is influenced by several aspects, since the biological, psychological part to the social aspect of the child. During this period the child is being inserted into the social world through school, where being built the formation of his character.
S2	The family may be a factor, i.e. its structure, conviviality, the social conditions and financial factors.	
S3	The family structure which are inserted, its financial situation and socialization.	
S4	The factor that I believe influences is socialization among colleagues in the class, where the professional should intervene and present what is correct.	
Physical education teacher	I believe that the examples that they witness and the stimuli that are targeted to them.	

Organized by:GOMES,OVANDO, 2013

In table 2 with respect to the factors that influence the psychosocial development of the child, most answered that the family structure pedagogas may be a factor that influences a lot in this matter, the financial conditions, the social conviviality which she entered.

Physical education teacher for the factors that influence are the examples that they witness and the stimuli that are directed to her, being direct or indirect manner with or without deliberate intention to teach.

The factors that influence the development of the child should be the most varied, since the person is built from its, but also from the experiences of others, so we own factors of child intelligence, motivation, curiosity, accompanied by social factors, historical, cultural, affective, emotional make up the medium in which it is inserted (VASCONCELLOS, KOEHLER, 2011).

In this period is the time when the child is being inserted into the social world through school, where being built the formation of your character along with the influences of family and community where you live.

3° methodology used to contribute to the socialization of children:

Q3	Reply	Essence
S1	Very playful, stimulating the child to deal correctly with the other.	The methodology used should always respect individually the phase when the child is looking for work in large groups or small, using elements of body culture associated with playfulness, aiming the main goal which is socialization.
S2	In group play, works of art together, team activities.	
S3	Wheel of conversations about their lives, where they can exhibit their ideas and collective banter too.	
S4	The childish games, how to: run-cotia, ciranda, cirandinha-shuttlecock, Bunny comes out of the woodwork, and other games.	
Physical education teacher	Activities in small groups chosen by themselves, then chosen by me, always with moments for dialogue and exchange of experiences including me.	

Organized by: GOMES, OVANDO, 2013.

In table 3 regarding the methodology used to contribute to the socialization of the child, most pedagogas put to use games and playful jokes in groups or double wheel of conversation, and always stimulating the child to deal correctly with the other. The Physical education teacher put that seeks to work with activities in small groups chosen by the students, and then chosen by her, having always a time for dialogue and exchange of experiences.

The teacher can also develop a didactic focused on completing the teaching and learning process, countless are the tools and ideas that may be put on the field in time to carry out that important task. The fun and games contribute much to elevation of self-esteem of the child and the teacher, because it consists of giving all the activity imposed or not, a means for the social development of the child (VASCONCELLOS, KOEHLER, 2011).

4° the physical education as an element in motor development facilitator, the child's cognitive and social:

Q4	Reply	Essence
S1	He contributes very much, assists in the skills that children will develop from the activities that the Professional offers.	All human activity involves aspects, cognitive and social engines where humans need to live in the community for its development. But every kid needs to perform physical activity for its development engine, where all activity to be held need think to perform the movement, and for each game usually requires other players working so the motor, cognitive and social aspects. However the physical education has been a facilitating instrument in the development of the child.
S2	Yes, the child has the opportunity to move around, interact with colleagues.	
S3	Physical education is an enabler for which she works through fun and games the movement where the child needs to think about ways of playing, or handle a toy, and play as a team.	
S4	Yes, is paramount and paramount, it is noticeable that is different the development of a child, which participates in the physical education classes.	
Physical education teacher	The Physical education class when the class with respect for individuality, can use its elements gives body culture with the aspect of playfulness in evidence for greater involvement and search for your self development.	

Organized by: GOMES, OVANDO, 2013.

In table 4 with respect to physical education be an element in motor development, cognitive facilitator and the child's social, the pedagogas replied that physical education today is a key component for the development of the child, because through the activities they develop not only the motor part, but also where the cognitive learning and work on AIDS in the classroom, and it is noticeable that is different to the development of a child who participates in the physical education classes.

For the Physical education teacher, the class when the class with respect for individuality, can use its elements of body culture as aspect of playfulness in evidence, for greater involvement and search for your self development. The physical education class for preschool is as a foundation for its development engine, as it is in this phase to work the motor skills, affectivity, socialization, cognition is extremely important for the future life of these children.

In the process of the preschool teacher's role is of paramount importance, since it is he who creates spaces, offers materials, participates in the games, namely, mediates the construction of knowledge, it is urgent and necessary that the teacher try to enlarge increasingly the experiences of the child with the physical environment, with toys, and play with other children. The child through fun and games test your mental ability, testing several dramatisations personalities herself, and materials that provide an intermediate reality, causing there to be a sound connection of inner and outer world of the child at that stage. (VASCONCELLOS, KOEHLER, 2011).

The child in preschool must obtain the largest number of possible movement experiences where they can acquire a bodily experience, communication between the bodies that relate to one another and the world, and in social interactions.

Garcia (2007) States that the physical education enables the integral development of the child, since it involves affectively, live socially, requires physical movement, social involvement and causes mental challenge.

The game, the game and the natural spontaneous movement that occurs in physical education, are fundamental factors in any school of early childhood education, so the fun and games should be part of school planning, being that educators who work the playful appropriately will create in your students better conditions for development.

The admission of children in preschool determines the passage of a context familiar to another social universe: the school. It is in this space, experiencing pleasurable experiences as a joke, the contact with your own body and the things in your environment, through interaction with other children and adults she can develop skills relating to self-esteem, reasoning, thinking and language. The articulation between levels of motor development, cognitive and affective, occurs simultaneously and integrated, enabling the child to construct their identity (CRAIDY and KAERCHER, 2001, p. 27).

However the physical education has a fundamental role in preschool, the possibility of giving the child a diversity of situations in which they can create, invent, discover new movements, and the Physical education class also provides a space where through situations of experiences with the body, with material and social interaction, the child discovers his own limits.

Therefore, school knowledge should be valued socially and being a dynamic and creative process. Playful activities

have the power to facilitate the progress of the integral personality and the progress of the intellectual and moral psychological functions of the child.

FINAL CONSIDERATIONS

This study set out to examine the physical education as a major factor in psychosocial development in early childhood education, favouring a better exploitation of their world, and the hypothesis that the practice of activities can improve the behavior of children in relation to oneself and society.

After the analysis of the data collected from the questionnaire applied with the Physical education teacher and pedagogas sought to analyze how much physical education lessons are conducive to development in all aspects of children in preschool.

It can be said that for this study the activities of recreational games, jokes, among others influence positively in the lives of these children; bringing benefits within individual, family, school and mostly in social.

Physical education is a discipline that encompasses all kinds of knowledge, where through playful and sports activities the child has the opportunity to relate to, and through movements, gestures and actions she will demonstrate their difficulties, their yearnings, their way of thinking, their way of acting and his personality.

The activities offered in physical education classes, require time and space; a do that is of cultural experiences, which is universal and health itself, because it facilitates growth, leads to group relationships, which may be a form of communication with yourself (the child) and with others (GARCIA, 2007).

Thus, the physical education professional must obtain knowledge and develop didactic-methodological conceptions, to be developed in preschool, respecting the child in its development, working the cognitive, affective, social and integrated manner in the search engines to develop the critical gaze of the child to the social relations of the society in which it is inserted.

Finally it can be concluded that the research here pointed to analyzed the importance of physical education classes in the socialization of children. For both held various bibliographical reviews, where you can observe that the authors match the same opinions, making it possible to conclude that the playful fun and games offered in physical education classes, it is of the utmost importance as a means of socialization, and back to pre-school children a better quality of life, showing to society the importance and the role of physical education professionals constituting social and behavioral changes.

BIBLIOGRAPHICAL REFERENCES

BASEI, A.P. Physical education in early childhood education: the importance of the move and their contributions in the development of the child. Revista iberoamericana de Educación, Santa Maria, n. 47, p. 1-12, October. 2008.

BENEDICT, a. m. a new look at the pre-school education: the child of 3 to 6 years. Brazil, Rio de Janeiro, 2005.

BRACHT, v. P. E.: the pursuit of pedagogical autonomy. Journal of physical education, Maringá, vol. 1, no. 28, pp. 0-33.1989

Brazil. Fundamental education Secretariat. National Curriculum Parameters. Physical education, 3° and 4° cycles, v. 7, Brasilia: MEC, 1998.

CRAIDY, Carmen; KAERCHER, Gládis (organizers). Early Childhood Education:

What do you want?. Porto alegre: New Haven, 2001.

DALLABONA, S.R., MENDES. H.h. the playful in early childhood education: play, play, a way to educate.Monography Instituto Catarinense de Pós-Graduação, Santa Catarina, 2005.

FRANCO, M.L.P.B. Content Analysis. 6° Edition, São Paulo. Publisher Bast .2011 Book.

GARCIA, J. Recreation while guiding element in the process of socialization of 4° series of elementary school school José Alexandre Campo Largo do município de Sávio. Completion of course work, Faculty Uniandrade. Electronic journal of physical education, Paraná, 2007.

LAKATOS, E.M., MARCONI, a. M.de Scientific Methodology. 2° Edition, São Paulo, Brazil. Publisher Atlas, 2011.

MAGNO, E. CALDWELL, M. Physical education's contribution to the development of the physical, cognitive and psychosocial aspects next to early childhood education. Digital magazine, Bueno aires, no. 172, p. 1-2, September. 2012.

MATTOS, m. G, NEIRA, M.G. infant physical education: building the movement at school. Phorte Publisher, 7° Edition, São Paulo, p. 67, 2008.

RABELLO, E.T.PASSOS, J.S. Erikson and psychosocial development theory. Rio de Janeiro, 2001. Available in the day May 16, 2013 < hp://josesilveira.com >.

RONDINELLI, Paula. Physical Education. Available at: http://www.brasilescola.com/educacaofisica/accessed on April 9, 2012.

SANTANA, E.S. The importance of physical education in the child's development. Electronic journal of Methodist College Granbery, Rio de Janeiro, n. 12, p. 1-12, January. 2012.

SOUZA, m. p. de. PANDEY, r. da C. The contribution of physical education for literacy. Digital Magazine, Buenos Aires, vol. 11.2006.

TAVARES, A.M.S.P. psychosocial development of children from preschool. Completion of course work at the University of Cape Verde, 2010.

VASCONCELLOS, F.P.A.;KOEHLER, S.M.F. family Get-together psychosocial development of the child.X national education Congress-EDUCERE, Curitiba, November 2011

Endereço: Rua:Urias Caetano da Silva, 247
Bairro: Jardim das Virtudes - Cep: 79115-391
Campo Grande, Mato Grosso do Sul, Brasil
gislainelingerie@hotmail.com

CONTRIBUTIONS OF PHYSICAL EDUCATION ON PSYCHOSOCIAL DEVELOPMENT IN PRESCHOOL

ABSTRACT

The school is considered as educational environment, which aims to provide the student not only expertise in various disciplines, but also provide sports practices essential to the general development of the child. Physical education class is that the child will have greater social interaction, know what to relate in group as well as learn to respect, in addition to the rules and regulations, the differences between people. This article aims to analyse the physical education as an important factor in psychosocial development in preschool, because physical education promotes diversity of experiences and situations through experience, where possible the child finding its threshold, the valuation of your own body, the understanding of their abilities. It is from these findings that the child begins to use more easily to body language, assisting the progress regarding the discovery of physical, cognitive and psychosocial capacity.

KEY WORDS: Pre-School, physical education, psychosocial Development.

CONTRIBUTIONS DE L'ÉDUCATION PHYSIQUE SUR LE DÉVELOPPEMENT PSYCHOSOCIAL DANS L'ENSEIGNEMENT PRÉSCOLAIRE

RÉSUMÉ

L'école est considérée comme un environnement éducatif, qui vise à fournir à l'étudiant non seulement des compétences dans diverses disciplines, mais aussi des pratiques sportives essentielles au développement général de l'enfant. Cours d'éducation physique est que l'enfant sera ont une plus grande interaction sociale, savoir ce qu'il faut se rapportent au groupe mais aussi apprendre à respecter, outre les règles et les règlements, les différences entre les gens. Cet article vise à analyser l'éducation physique comme un facteur important dans le développement psychosocial dans les établissements préscolaires, parce que l'éducation physique favorise la diversité des expériences et des situations grâce à l'expérience, autant que possible l'enfant trouver son seuil, l'évaluation de votre propre corps, la compréhension de leurs capacités. Il ressort de ces constatations que l'enfant commence à utiliser plus facilement au langage du corps, aidant les progrès concernant la découverte de la physique, les capacités cognitives et psychosociales.

MOTS CLÉS : école maternelle, l'éducation physique, développement psychosocial

CONTRIBUCIONES DE LA EDUCACIÓN FÍSICA EN EL DESARROLLO PSICOSOCIAL EN EL PREESCOLAR

RESUMEN

La escuela se considera como ambiente educativo, cuyo objetivo es proporcionar al alumno no sólo conocimientos en diversas disciplinas, pero también proporcionar prácticas deportivas esenciales para el desarrollo general del niño. Clase de educación física es que el niño se tienen una mayor interacción social, sé que se relacionan en grupo así como aprender a respetar, además de las normas y reglamentos, las diferencias entre las personas. Este artículo pretende analizar la educación física como un factor importante en el desarrollo psicosocial en preescolar, porque la educación física promueve la diversidad de experiencias y situaciones a través de experiencia, siempre que sea posible la niña buscando su umbral, la valoración de su propio cuerpo, la comprensión de sus capacidades. Es de estos resultados que el niño comienza a utilizar más fácilmente al lenguaje corporal, ayudando a los progresos en relación con el descubrimiento de la física, la capacidad cognitiva y psicosocial.

PALABRAS CLAVE: educación preescolar, la educación física, desarrollo psicosocial

AS CONTRIBUIÇÕES DA EDUCAÇÃO FISICA NO DESENVOLVIMENTO PSICOSSOCIAL NA PRÉ-ESCOLA

RESUMO

A escola é considerada como meio educacional, que tem como objetivo propiciar ao aluno não apenas conhecimentos em diversas disciplinas, mas também proporcionar práticas esportivas essenciais ao desenvolvimento geral da criança. É na aula de Educação Física que a criança terá maior convivência social, saberá o que relacionar-se em grupo, bem como aprendera a respeitar, além das regras e normas, as diferenças entre as pessoas. O presente artigo tem como objetivo analisar a Educação Física como fator importante no desenvolvimento psicossocial na pré-escola, pois a Educação Física promove diversidade de experiências e situações por meio de vivencias, onde possibilita a criança a descoberta de seu limite, a valorização do seu próprio corpo, a compreensão de suas habilidades. É a partir desses conhecimentos que a criança começa a usar mais facilmente a linguagem corporal, auxiliando o progresso quanto à descoberta da capacidade física, cognitiva e psicossocial.

PALAVRAS CHAVE: Pré-Escola, Educação Física, Desenvolvimento psicossocial.