146 - BODY AND MOVEMENT: THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

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INTRODUCTION

Play is so important to the child as it is for adults. That's when the active form, creative, and gives them the opportunity to relate to others; contributing to the same stay happier, modifying their behavior in order to help it become more supportive.[3]

The routine institutional practices reveals that body and body care are protagonists, also translating in times marked by punishments and threats, practices of exclusion, violence, control gestures and movements of standardization. For each class, there is the distribution of both the time to go to the park, as Education classes Física.5

When it comes to children the importance of play and activities related to body movement in early childhood education are paramount. This study was characterized by means of observation of teaching practices carried out in the Children's Center, the possibilities for activities related to movement execution, physical facilities and teaching resources.

The aim of this study was to evaluate the pedagogical practices developed by teachers, emphasis on the importance of playing for a better motor development of children, and to identify possible interference.

MATERIALS AND METHODS

This is a descriptive study, qualitative methodology, developed in an Early Childhood Center, CIS WELL ME WANT belonging to the Municipal Joinville - SC, from October to November 2011.

Participants were 26 children properly enrolled in CIS as registration issued by the Secretariat of the Centre. We excluded children who their parents / guardians did not deliver a consent form. Data collection was carried out exclusively by a physical educator.

The research was conducted in the morning, during classroom activities, parks and also activities during physical education classes. After consenting to participate in the study ema children who delivered the Statement of Consent duly signed along with authorization image, has begun the observation period, as a prerequisite for completion of the specialization in Early Childhood Education. At first the teachers (p1) and the teacher (p2) answered a questionnaire containing five open questions. Then were recorded information, and the actions that occurred during the period of observation of teaching practices carried out.

RESULTS

The population was 26 children in the 2nd period class and two teachers. The sample comprised 18 children belonging to the class 2nd period, aged four to six years, both sexes. The study involved nine male children and nine other female, and two teachers. One is responsible for classroom and other Physical Education. The loss of the 08 children in the sample corresponded to: 07 refused to participate, 01 health problems.

This project was carried out in Note Pedagogical CIS Well - Me- Not, belonging to the public school of Joinville , the study sought to observe the teaching practices carried out by the teachers , making sure that their plans include the games , watching the spaces available for practice of recreational activities as well as teachers' perception regarding children and moving.

During the period of observation was possible to observe the planning of the teachers in the classroom and during practical activities carried out in the park, the sand court and covered patio. Therefore, this project enabled Note Pedagogical understanding about the purpose of the practice of play in early childhood education in the teaching-learning.

When moving, the child has the opportunity to express many situations that make up basically the whole process of learning and development experienced in its overall school environment. Through play, children can communicate with the world, they develop feelings and establish relationship with the adult world and with other children. The act of playing is commonly observed in many human cultures.

When playing, children can create for themselves a world of their own, personal, freeing it from the realities and conflicts present in the adult world. When faced with a threatening reality in which no solution is possible, the child can get rid of fear and anxiety through play.

According to reports on the importance of play in the development of children four to six years of CIS Well-Me-Not, noting the application of games and activities during class, reporting the opinions of kindergarten teachers about the importance of play in the development and the spaces and resources are suitable for children both agree that the Centre has favorable environments to stimulate play, but reported missing play materials, teaching in sufficient numbers so that all children can use at the same time.

The project development occurred through registration of pedagogical practices, which was used in a notebook on the activities and behaviors observed. Records were made using photos of children at different times of pedagogical practice in the classroom and during physical education classes.

The work started after presentation of the project to the direction of observation of the ERC at the beginning of October 2011, where I remained watching the activities performed by children. During the observation period was recorded photos / images of children, at various times as shown in pictures 1, 2 and 3.

DISCUSSION

Regarding the planning of teacher classroom seeks to relate the pedagogical practice through play activities, which allows the child to demonstrate what they are learning in a more creative and free. The observation in a natural situation, in different times and days of routine,5 allowed record several manifestations of children and teachers about her and the other children - times when the child through play and be with classmates interact, exchanging toys or even playing some of them.

Some elements seem to have a particular focus on the play culture. It is today the culture offered by the media, with which children are in contact: the television and toy.

Television, as well as the toy, currently broadcasts contents and sometimes schemes that contribute to the modification of the play culture that is becoming internacional.1

The educational records constitute an instrument of paramount importance, because enable an analysis of the educational work carried out by teachers. The teacher 's room in his pedagogical work records their weekly routine in a grid , which specifies the activities to be implemented to class during the week , presents a greater detail than proposed project is to be developed describing the activity or joke and in other situations only describes the actions proposed topics for dia.7

In their records, the teacher expressed his narrative detail that was observed in certain moments, actions and reactions of the children, including comments noting that students do during class. This registration process involves the teaching presented study Florianópolis -SC, as a conscious of the teacher and present their reports that throughout the process, allows the possibility of using, when necessary, as the result of reflection expressed on experience lived as docente.7

As reported by teacher (P2), the importance of movement for early childhood education is essential, because we are born into motion. It is through movement that children learn and express themselves, develop skills like intelligence, for example. A (P1) adds that when the child is moving, she can learn to respect the rules, especially in the game of statue that you can move around for a while and others have to control by limiting the movement. The play is part of childhood and is a promoter of development and learning.

As for the spaces available for the development of movement activities, both teachers agree that the ideal spaces in early childhood education are restricted to games and physical education classes, but professionals try to adapt the proposed activity with the little space they have and little educational material available.

Regarding the activities that are all are planned according to the age of children with emphasis on physical education program for Early Childhood Education within the psychomotor: promoting better development of motor coordination wide, thin and rhythm, with games as diverse jump rope, tag, races, mini - beach volleyball, sleeping bear, ball games and circuits among others, according to a report from a teacher and as evidenced in observation.

The observation made , there was a predominance of physical movement type activities, followed by games involving reality and fantasy. At other times, children only performed free recreation.6 It was noted that at this time the teacher assumes the role of an observer only, interfering in play only when requested. Information they corroborate another study, which mentions that the professionals seem to conceive of recreation as free time where children play freely, spontaneously and therefore will not require your active participation, as it does not involve, in principle, learning the contents.[2]

With regard to children and movement, the teachers seek from their observations, develop and plan activities that are necessary to stimulate children in improving their development. For teacher (P1), the theory is related to planning based on research, while the practice is directly linked to children when we can observe their development. Thus, you can compare your performance by private notes and references. The teacher (P2) adds that the proposal to make education should integrate and understand the information that the child learn to reframe your everyday life. This information corroborates reporting Oliveira et al.4

The teachers agree that an ideal school for Early Childhood Education would be those aimed at improving the development of children with adequate space to carry out these activities - CEI has structured spaces, however small, depending on the year and have a lack of teaching materials , plus accessories and toys, which often come from donations.

In this period, the activities carried out in the classroom fully reflect the park at the time shown in Figure 1 (b), when the children through their drawings represent what they have learned in class, or even their feelings. Likewise happens when you are on the patio or in the sand court: they produce or reproduce what they accomplished in Physical Education classes Figure 1 (a).





Figure 1 (a):Three students are drawing representing your home. Figure A (b): two students preparing art work in the classroom.

As activities of body expression, operated the motor skills and coordination intellectual. (P2) Most children already have knowledge about the games, rope skipping including all already know and thus have a better awareness of the relations that structure the games and fundamentally cooperative relations.

As can be seen in Figures 2 (a) and 2 (b) shown below, the kids are doing the prank jumps rope.





Figure 2 (a): student exercising with rope / Figure 2 (b): The student jumping rope.

In Figure 3, three students perform climbing tires. In a moment of fun, decided to throw a stone in an imaginary target. In the background is a sand court and dollhouse (toys). To the left is the park with swings, slide, track, wooden ladder rungs and

rope (web). And right at the bottom there is grass, destined to the orchard, and right, the garden.



Figure 3: Students climbing tires and throwing stones at the target .

CONCLUSIONS

It is believed that learning should arouse interest, stimulate curiosity and creativity of children. Hence, the interest related to play activity in school has been shown to be increased by researchers, and especially teachers who seek alternatives to the teaching-learning process. From this study, the Child Education Centers are increasingly responsible for developing projects / programs that encourage their professionals to provide more learning play.

So it is up to the professional function even offer activities such as playing during teaching practice. However, the introduction of a space of play is an activity that the teacher should have this ability to offer learning through play. Arguably, today, there are new proposals that leave the traditional, emphasizing instead the more modern practices, including the nature, outdoor spaces that help these children learn by doing their findings.

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BODY AND MOVEMENT: THE IMPORTANCE OF PLAY IN EARLY CHILDHOOD EDUCATION

ABSTRACT

This study is to examine how teachers of early childhood education on the importance of play as a tool to enhance the biopsychosocial development of children. Them aim of this study is to report by observing the importance of play in the development of children 4-6 years, belonging to the CEI BEM-ME-QUER, Joinville-SC. The sample of 26children and two teachers, 18 children actively participated effectively in the 2nd period class. Activities were observed both in class room, as in physical education classes in the spaces andother venues in the educational center. The experiences lived by the children reflectthe importance of play for the construction and the formation of a more confident and participatory.

KEY WORDS: Recreational Activities. Kindergarten.

CORPS ET MOUVEMENT: L'IMPORTANCE DU JEU DANS EDUCATION DE LA PETITE ENFANCE

RÉSUMÉ

Le jeu est un déclencheur essentiel du développement de l'enfant et sert comme un outil pour améliorer le développement biopsychosocial des enfants. Le but de cette étude est de rapporter en observant l'importance du jeu dans le développement des enfants de quatre à six ans de la CEI Bien-Me-voulez. L'échantillon se composait de 26 enfants et deux enseignants, 18 enfants ont participé efficacement à la 2e période de classe. Les activités ont été observées à la fois dans la salle de classe, comme dans les cours d'éducation physique et d'autres espaces du centre éducatif. Les expériences des enfants reflètent l'importance du jeu pour la construction et la formation d'un citoyen plus confiant et plus participative.

MOTS-CLÉS: activités ludiques. Blagues. Education de la petite enfance.

CUERPO Y MOVIMIENTO: LA IMPORTANCIA DEL JUEGO EN LA EDUCACIÓN DE LA PRIMERA INFANCIA

RESUMEN

El juego es un desencadenante esencial del desarrollo del niño y sirve como una herramienta para mejorar el desarrollo biopsicosocial de los niños. El objetivo de este trabajo es dar a conocer mediante la observación de la importancia del juego en el desarrollo de los niños de cuatro a seis años de CIS Bueno-me-quiere. La muestra estuvo conformada por 26 niños y dos profesores, 18 niños participaron efectivamente en el segundo período de clase. Se observaron actividades tanto en la sala de clase, como en las clases de educación física y otros espacios del centro educativo. Las experiencias de los niños reflejan la importancia del juego para la construcción y la formación de un ciudadano más seguro y participativo.

PALABRAS CLAVE: actividades lúdicas. Bromas. Educación de la Primera Infancia.

CORPO E MOVIMENTO: A IMPORTÂNCIA DAS BRINCADEIRAS NA EDUCAÇÃO INFANTIL

RESUMO

O brincar é um momento essencial e desencadeador do desenvolvimento infantil, serve como ferramenta para aprimorar o desenvolvimento biopsicosocial das crianças. O objetivo deste estudo consiste em relatar através da observação a importância do brincar no desenvolvimento integral da criança de quatro a seis anos do CEI Bem-Me-Quer, Joinville-SC. Fizeram parte da amostra 26 crianças e duas professoras, participaram efetivamente 18 crianças da turma 2° período. Foram observadas as atividades realizadas tanto nas aulas de sala, como nas aulas de Educação Física nos espaços do Centro Educacional. É nesse momento que o aluno representa sua realidade interior, ou seja, através do brincar o indivíduo favorece a sua personalidade. O brincar caracteriza-se como uma experiência cultural de suma importância para o ser humano. As experiências vivenciadas pelas crianças refletem a importância das brincadeiras para a construção e na formação de um cidadão mais confiante e participativo.

PALAVRAS-CHAVE: Atividades lúdicas. Brincadeiras. Educação Infantil.