54 - THE MOVEMENT IN EARLY CHILDHOOD EDUCATION WITH FOCUS ON PRACTICE OF BALANCE AND COORDINATION

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INTRODUCTION

The Movement theme in early childhood education is presented as a curriculum area of this stage, which needs to be considered by the professionals working with children, so it is not forgotten, considering their relevance, as well as other areas and content.

To this end, we thought of a bibliographical and documentary study, with emphasis on official documents that address early childhood education and important areas for the development of educational work with children among these the LDB 9394/1996 , Curriculum References national for Early Childhood Education (1998) and the National Curriculum Guidelines for Early Childhood Education (2009); understanding that the reviewed documents provide evidence that underpin a proposition reflecting on what is being studied, with contextualized information and organized by other researchers and / or theoretician , which has deepened in this issue (Ludke; ANDRÉ, 1996).

CHILD EDUCATION

Early childhood education as a right of the children, came to be understood as an integral part of basic education from the Federal Constitution of 1988 and the Law of Directives and Bases of Brazilian Education (Law No. 9394/1996). This space for education begins to be thought of, in particular, from the 1990s, in terms of space, structure,professional and curriculum organization for the work to be performed with small children.

The LDB also provides that each institution of the school system (and therefore also the institutions of child education) should have an educational plan developed by the institution with the participation of teachers and educators should always have as possible higher studies and minimal training the normal course with specialization in early childhood education. For those already working in nurseries and pre-schools and do not have the training required in-service training should be provided. Rests with the State Boards of Education to define the requirements for in-service training to qualify for the exercise of the function of childhood educator (CRAIDY, 2012, p. 25).

Early childhood education is a space in which are present educational actions, care and play, being the playful centerpiece of pedagogical practices. The National Curriculum Guidelines for Early Childhood Education (BRAZIL, 2009) highlight the children as persons active and participatory, which is entitled to be in kindergarten and different learning experience that provide its full development, considering its characteristics, the stage, the need to imagine, build and play.

> Art. 3. The Early Childhood Education curriculum is designed as a set of practices that seek to articulate the experiences and knowledge of children with the skills that are part of the artistic, environmental, scientific, technological and cultural heritage in order to promote the integral development children aged 0 to 5 years of age.
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> Art. 4. The pedagogical proposals from kindergarten should treat the child, the center of curriculum planning, is a historical subject and of duties, in the interactions, relationships and daily practices that experiences, build their personal and collective identity, play, imagine, fancy wishes, learns, observes, experiences, narrates, questions and constructs meanings about nature and society, producing culture (BRAZIL, 2009, p.1).

This document highlights the child as participatory, which builds its identity and autonomy from pedagogical actions that give space to this development in collective activities, but without forgetting that each child has its peculiarities, because:

> The child in this walk, also needs to be seen, be heard, be understood as a subject who participates, who builds his story, offering numerous possibilities. She has the right to socialize, to express themselves, to develop. For this, we must understand the context in which they are, policies and guidelines that govern the actions to perform, using specific knowledge and reflection as a resource for the analysis and improvement of pedagogical actions (PIETROBON, 2014, p. 357).

In this sense, thinking specifically areas of the curriculum components of early childhood education, teacher / educator must attend to this child, who acts, speaks, looks at reality around them, and realize that the world can be explored, since childhood education seeks to providethat. Thus, we will further this work, the area titled "Movement" at this stage.

THE MOVEMENT IN EARLY CHILDHOOD EDUCATION

The curriculum area called Movement in kindergarten is wide and involves different possibilities of diverse work, including combining it with music, theater, dance, and above all, the playtime. This is evidenced in the National Curriculum Guidelines for Early Childhood Education (2009) when addresses on pedagogical proposals:

> Art. 9. The pedagogical practices that make up the curriculum from kindergarten proposal should have as guiding principles interactions and playtime, ensuring experiencesthat: I - promote knowledge of themselves and the world through the expansion of sensory, expressive, bodily experiences enabling broad movement, expression of individuality and respect the rhythms and desires of the child;
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> II - favoring the immersion of children in different languages and the progressive domination by them in various genres and forms of expression, gestural, verbal, plastic, dramatic and musical; (...) (BRAZIL, 2009, p. 4)

References in the National Curriculum for Early Childhood Education (1998), in its third volume entitled "World of Knowledge" curriculum areas are to be thought in early childhood education, understood as minimum, which can be expanded and developed in a interdisciplinary manner . Among the areas are found in addition to the Movement: Music, Visual Arts, Writing and Oral Language, Nature and Society and Mathematics. The concept of Movement in the above document, relates to a relevant dimension of child development, understood as language, this being a form of expression:

> The movement is an important dimension of human development and culture. Children move from birth, acquiring ever greater control over their own bodies and appropriating more and more possibilities of interaction with the world. Crawl, walk, handle objects, run, jump, play alone or in groups, with objects or toys, always experimenting with new ways to use their body and its movement. While jogging, children express feelings, emotions and thoughts, expanding the possibilities of meaningful use of gestures and body postures. Human movement, therefore, is more than simple displacement of the body in space: it is in a language that allows children to act on the physical environment and act on the human environment, mobilizing people through its expressive content (BRAZIL , 1998, p. 16).

Therefore, it is observed that the movement is inherent in human action, is an expression of feelings, thoughts, is to act in the context where they live, so it appears that early childhood education that immobilizes the children will not fit as mobilizing learning. So: "While playing, playing games, imitating and creating rhythms and movements, children also appropriate repertoire of body culture in which they operate" (BRAZIL, 1998, p. 16). This range of motion, experiments, is closely related to planning of the teacher of early childhood education, as well as the physical space of the institutions that serve children in this stage, which requires not only continued training of professionals, as well as public policies that advance in terms the design of the care of children.

Still, the National Curriculum References for Early Childhood Education (2009), one realizes that the area of Movement is related to playtime:

> At preschool age, the main activity is expressed in game playing, toys, playtime and other playful shapes experienced by the child. These provide the assimilation of social norms and conduct, restructuring communication and the instrumental use of objects; at school age, the main activity is the study as a way to capture abstract information (SILVA; GARMS; GUIMARÃES, 2011, p.140).

The teacher has to, in conjunction with their peers and family / guardians of the children, think from the knowledge of the social groups to which they are involved: who are these children? What characteristics do they have? Do they play? What structure do we have in school or early childhood education centers? What objectives / goals we want to achieve? Such didactic questions lead to the pursuit of teaching making centered in a child that produces culture:

> Games, playtime, dance and sports practices reveal, in turn, the body culture of each social group, constituting in privileged activities in which the movement is learned and signified. Given the extent that the motor question takes in the child's activity, it is very important that alongside situationsdesigned specially to work the movement in its various dimensions to , the institution reflect on the space given to the movement at all times of the daily routine, incorporating the different meanings assigned by the family and the community (BRAZIL, 1998, p. 20).

PRACTICES OF BALANCE AND COORDINATION WITH FOCUS ON NATIONALREFERENCE CURRICULUM FOR EARLY CHILDHOOD EDUCATION

References in the National Curriculum for Early Childhood Education (1998), the Movement is explored considering its contents: expressiveness; and practices for balance and coordination. It was decided at that time to deepen the practice of balance and coordination.

> The actions that make up the games involve aspects related to coordination of movement and balance. For example, to jump a hurdle, children need to coordinate motor skills such as speed, flexibility and strength, calculating the most appropriate way to achieve their goal. To fly a kite, they must coordinate the strength and flexibility of the arm movements with spatial perception and, if need be running, speed etc. (BRAZIL, 1998, p. 33-34).

In referring to the practice of balance and coordination, these are arranged in the document, according to age, content, and teaching guidelines as follows:

Age	*Content*	*Teaching Guidelines*
0 to 3 years	- Exploration of different body postures; - Shift in space; - Improvement of gestures related to hold, experiencing the manual habilitiesin different situations.	- Change babies positions; - Organize the environment with mobiles, objects to explore the space (cylinders, balls, etc); - Place pillow so they can sit / lie to observe books and comics; - Organize games that stimulate motor and postural quality of children (eg statue).
4 to 6 years	- Participation in games that explore, in a diversified manner, the body and movement; - Use of displacementresources and skills in strength, speed, endurance and flexibility in sports and games; - Valuing bodily achievements that children acquire; - Handling of various materials for the improvement of manual dexterity.	- Enable different movements (jumping, falling, climbing , running, etc.); - Take care that children play together, socialize, without stereotypical games; - Proposition of traditional games (jump rope, hopscotch, for example), as well as gaming rules; - Conduct research of dances, traditional games, stories involving cultural aspects of the region where you work.

Table adapted from: National ReferencesCurriculum for Early Childhood Education (1998), v.3.

Curricular References indicate some necessary precautions that the teacher needs to have, in relation to the issue of laterality, the observation of motor development of children, so that:

> The evaluation of the movement must be continuous, taking into account the processes experienced by the children, the result of an intentional work of the teacher. It should be constituted into an instrument for the reorganization of objectives, content, procedures, and activities as a way to track and meet each child and the group. A careful observation of each child and the group provides elements that can assist in

> building a practice that considers the body and the movement of children.
> Aspects concerning the expressiveness of the movement and its instrumental dimension must be documented. It is recommended that the teacher systematically update their observations, documenting changes and achievements (BRAZIL, 1998, p.39).

The described evaluation tools to work with the movement, early childhood education, include careful observation of children in their various activities developed, and these practices and their results must be documented by the teacher for a visualization of what is the progress and participation of children in relation to movement occurs.

Important to note that the playtime and the games appear as an indispensable resource to teaching action, so these need to be varied. Therefore, it is important that children also suggest games and activities, and so teachers can go understanding how the social groups with which children relate to understand their childhood, being a time and space experienced by the child (FREITAS ; KUHLMANN Jr, 2002). It is common for children to experiment, playing games / playing alone in their first months, individually, which changes over time, so that: "When the child plays with others, begins the journey of socialization" (ARRIBAS , 2004, p. 166). So, thinking about it, the teacher has to research and propose to children free games, cooperative games, directed games, games with rules, several games of our folklore, and combine these games and playing to songs, dances and skits, increasing thus the possibilities of the movement at this stage.

FINAL CONSIDERATIONS

Discussing the topic Movement in early childhood education is something that requires reflecting on the concept that encapsulates this curriculum area, but also think of pedagogical activities with children from 0 to 5/6 years. Movement is part of human action. Children can run, jump, play and this playing is the child's own culture.

In this sense, the game and the playtime need to be inserted in the teachers proposals of early childhood education, especially when thinking about the unfolding of content in a curriculum area, in this case the practice of balance and coordination, which influences the development of other skills that the child will develop, as the very act of writing, painting, walking and running.

The purpose of this study, therefore, was to draw attention to teachers / early childhood educators to analyze official documents that guide regarding the areas to be developed with the child, when discussing pedagogical proposal, especially here in the Movement thematic.

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THE MOVEMENT IN EARLY CHILDHOOD EDUCATION WITH FOCUS ON PRACTICE OF BALANCE AND COORDINATION

ABSTRACT

This work has as main objective to discuss the concept of movement present in official documents related to early childhood education, especially in practices for balance and coordination. The methodology is bibliographic and documentary nature. In terms of official documents, were analyzed the National Curriculum References for Early Childhood Education (1998) and the National Curriculum Guidelines for Early Childhood Education (2009). References in the National Curriculum for Early Childhood Education (1998) it was sought to demonstrate how the Movement is present in terms of content and instructional information for teachers working with children 0-6 years of age; so that, in relation to the National Curriculum Guidelines for Early Childhood Education (2009), they point to ways in terms of pedagogical approach to early childhood education. The study of these documents reveals that, for the development of teaching practices in early childhood education, games and playtime are important for the scope of work with children resources without disregard them as active beings, and participants who bring their conceptions, their stories and their values.

KEYWORDS: Movement. Early Childhood Education.Games and activities.

LE MOUVEMENT DANS L'ÉDUCATION INFANTILE: LES PRATIQUES D'ÉQUILIBRE ET DE COORDINATION

RÉSUMÉ

Ce travail a pour but discuter le concept de Mouvement présent dans des documents officiels relatifs à l'éducation infantile, notamment en ce qui concerne les pratiques d'équilibre et de coordination. L'approche méthodologique est bibliographique et documentaire. Les documents officiels analysés sont les ReferenciaisCurriculares para a

EducaçãoInfantil(2009) et les DiretrizesNacionais para a EducaçãoInfantil (1998). On a cherché à démontrer comment le Mouvement est présent en termes de contenus et d'indications didactiques aux professeurs qui travaillent avec des enfants de 0 à 6 ans; de sorte que, par rapport aux DiretrizesCurricularesNacionais para a EducaçãoInfantil(2009), celles-ci indiquent des chemins en tant que proposition méthodologique pour l'éducation infantile. L'analyse de ces documents révèle que pour le développement des pratiques pédagogiques dans l'éducation infantile les jeux sont des recours importants dans le travail avec les enfants, en leur reconnaissant en tant qu'acteurs, qui apportent des conceptions, des histoires et des valeurs.

MOTS-CLÉS: Mouvement. Éducation infantile. Jeux.

MOVIMIENTO EN EDUCACIÓN INFANTIL CON EL FOCO EN LA PRÁCTICA DE EQUILIBRIO Y COORDINACIÓN

RESUMEN

Este trabajo tiene como objetivo central discutir el concepto de Movimiento presente en documentos oficiales relacionados a la educación infantil, en especial en prácticas de equilibrio y coordinación. El enfoque metodológico es de carácter bibliográfico y documental. En términos de documentos oficiales, fueron analizados los Referenciales Curriculares Nacionales para la Educación Infantil (1998) y las Directrices Curriculares Nacionales para la Educación Infantil (2009). En los Referenciales Curriculares Nacionales para la Educación Infantil (1998) se buscó demostrar como el Movimiento está presente en términos de contenidos y indicaciones didácticas a los profesores que trabajan con niños de 0 a 6 años de edad; de modo que, en relación a las Directrices Curriculares Nacionales para la Educación Infantil (2009), estas señalan caminos en términos de propuesta pedagógica para la educación infantil. El estudio de tales documentos revela que, para el desarrollo de prácticas pedagógicas en la educación infantil, los juegos y los chistes son recursos importantes para la amplitud del trabajo con los niños, sin dejarse de tenerlos como seres actuantes, participantes y que traen sus concepciones, sus historias y sus valores.

PALABRAS-CLAVE: Movimiento. Educación Infantil. Juegos y chistes

O MOVIMENTO NA EDUCAÇÃO INFANTIL COM ENFOQUE EM PRÁTICAS DE EQUILÍBRIO E COORDENAÇÃO

RESUMO

Este trabalho tem como objetivo central discutir o conceito de Movimento presente em documentos oficiais relacionados à educação infantil, em especial em práticas de equilíbrio e coordenação. O enfoque metodológico é de cunho bibliográfico e documental. Em termos de documentos oficiais, foram analisados os Referenciais Curriculares Nacionais para a Educação Infantil (1998) e as Diretrizes Curriculares Nacionais para a Educação Infantil (2009). Nos Referenciais Curriculares Nacionais para a Educação Infantil (1998) buscou-se demonstrar como o Movimento está presente em termos de conteúdos e indicações didáticas aos professores que trabalham com crianças de 0 a 6 anos de idade; de modo que, em relação às Diretrizes Curriculares Nacionais para a Educação Infantil (2009), estas apontam caminhos em termos de proposta pedagógica para a educação infantil. O estudo de tais documentos revela que, para o desenvolvimento de práticas pedagógicas na educação infantil, os jogos e as brincadeiras são recursos importantes para a amplitude do trabalho com as crianças, sem desconsiderá-las enquanto seres atuantes, participantes e que trazem suas concepções, suas histórias e seus valores.

PALAVRAS-CHAVE: Movimento. Educação Infantil. Jogos e brincadeiras.