163 - POSSIBLE CONTRIBUTIONS OF THE PROGRAMS OFFERED OF PHYSICAL EDUCATION IN THE SCHOOL

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INTRODUCTION

One knows that we live a difficult moment for the children when it is said of acquisition of motor abilities. The parents currently think, and with all reason, in the security of its children, with this, the children of today do not have freedom to explore and to improve its motor experiences. Many children do not have the chance to play in the street, the neighbor and nor to little in the house yard. They are imprisoned in its houses and apartments, being displayed only the video games and the television, thus creating infancy with little movement.

With this reality above cited, in we come across them with the problem, will be that the children are developing its basic motor abilities?

One expects that the Centers of Infantile Education, where the children have chances to explore its abilities motor, so that a "full motor development" occurs [1], since in these Centers, the children study in integral time (morning and late) e, and in the age of the Infantile Education that the children must develop its basic abilities.

One gives credit that it comes to provide an environment I propitiate of instruction and practical of the motor abilities offering in its curricular grating it disciplines it of Physical Education.

The Physical Education of 0 to the 6 years is a basic factor to the development of the physical aptitudes and mental of the child, being a to facilitate agent so that this to establish social bonds with its fellow creatures, discovers its personality, learns to live in society and, above of everything prepares itself for the functions that will assume in the adult phase. (GONÇALVES, p.32, 1997).

In this phase of transition, of the house for the school, she must yourself be taken very well-taken care of, therefore the child brings on inheritances to the environment and the family, the responsibility to take care of and to educate passes almost that total, for an institution. For this reason, something threatening and discomfort for the child must be created in the institutions of something pleasant and not.

As it SOUZA e SILVA (2005, p. 129), "(...) through the intervention of the adult, it goes elaborating its process of adaptation to the new environment and, in this process, it it launches hand of a mechanism that it is peculiar and rich of possibilities: it plays and plays ".

The Centers of Infantile Education are great if not it only universe of learning of the children, in view of whom the school has a very important paper in the formation of the human being. But as the school it sees its pupils? We could until saying that the pupil in the school is seen only of the neck for top, leaving the second plain body and, this is made a mistake in we ask them? We would answer that not, therefore we are living in a competitive world where most important it is the reached performance and not them experiences of varied motor experiences.

But, because to leave the body of side, if in accordance with WIGGERS (2005)"(...) he is this same citizen body that constructs to science, the politics and the culture, that art learns, mathematics, history, more also learns if to put into motion e, at the same time it knows its feelings, emotions, desires and limits (...)".

Or either, something does not have to be separated that walks together, that the all moment one depends on the other, two body and mind is needed to be thought and to be worked of equal form.

This body that many times is left of side for the teacher is subject of the professionals of the Physical Education who are called to collaborate in this integration body and mind for being identified as detainer of the formation for the bias of the education.

JUSTIFICATION OF THE RESEARCH

Gallahue and Ozmun (2002) in say them that, the environment, the chances, the encouragement and the instruction for the practical one are crucial for the development of the motor abilities.

When observing lessons in the centers of Infantile Education, and it is important here to cite that these lessons are not of Physical Education for also not having a specialized professor and for not offering a space of time for a lesson of motor development.

The responsibility of the teachers regents is only to teach to the pupils the writing, the painting, the personal hygiene, commemorative dates, is clearly that we do not undeserved none of these contents that are of utmost importance in the construction of the citizen, but, many times leave of side the body of these pertaining to school that are static there seated in its almost that the day all, this motionless body that would have to be in movement growing, developing themselves, exploring its real capacities and above everything being displayed the programs of acquisitions of motor abilities segregated the age.

At last, by the boarded subject above and many times criticized the form as it it is worked by Infantile Education is decided to elaborate a research with pertaining to school of exactly in the specific age of 5 years of the city of Are Miguel of the Iguaçu-Pr, for an analysis, of as it is this body, as it is the motor situation of these pupils having as hypothesis the contribution or not of the programs of Physical Education in the acquisition of basic motor abilities. Abilities these that are of crucial importance since, are the base for all "the others" [1] and above of everything intensifying the importance of the insertion of the Physical Education in the Basic resume of the Infantile Education.

METHODOLOGY OF THE RESEARCH

The research had descriptive character that it was armed with the quantitative matrix, therefore received treatment statistical. It had as population ten pertaining to school of the net publishes of education with age of 5 years of the city of Is Miguel of the Iguaçu-Pr, being five girls and 5 chosen boys randomly of two Centers of Infantile Education, Olímpia Pizzolo and Jacira Bonggiolo Verona, being that, one it does not possess lessons of Physical Education or motor development in its curricular grating, and another one possess lessons of this nature, respectively. The data had been collected through filming of activities carried through for the pupils, duly authorized for the parents and Secretariat of Education. The used protocol for the analysis of the tests had been the standards contained in the book of David L. Gallahue and John C. Ozmun 2003.

IT ANALYZES OF THE DATA

SOME REPRESENTATIVE GRAFICOS OF THE RESEARCH

BALANCE

This motor task of balance in a foot alone, is probably the to measure most common of the abilities of static balance. In

this graph already we obtain to perceive a difference of development between the two CMEI. In view of that, the children of the Center Jacira Bonggiolo, are almost all passing to serve as apprentice it mature, being that one already presents this condition, and in the Center Olímpia Pizzolo the majority of the children is in serves as apprentice it initial, or in I serve as apprentice it elementary, but still with much difficulty of accomplishment of the task. Of the factor sorts, they do not have much difference, therefore boys and girls are developing themselves almost that equally. Where the girls are still stabilizing in it I serve as apprentice elementary.

RACE

The race and one form exaggerated of the walked one are differed from the walked one why to a phase of rise in each passing, where the body is outside of the contact with the support surface. As much between the Centers and the sorts, does not have significant difference, therefore almost all had presented the same results, presenting characteristic of the elementary period of training as, limited phase of flight and increase of the extension of the passed one, of the rocking of the arm and the speed. With exception of boy of Center Jacira Bonggiolo, that it presented the majority of the characteristics of that it is in the mature period of training, therefore, has well defined phase of flight, maximum extension of the passed one and its speed.

KICK

One forms to beat in which the used foot and to supply force to an object. Necessary variations of the action to kick can be carried through by means of adjustments with the leg that kicks and including the arms and the trunk in the performance. In this task also we do not see difference significant, but a boy of the Center Jacira Bonggiolo if detaches, therefore he presented I serve as apprentice mature in the task, with movement of the leg that kicks initiating in the hip and the arms oscillate in opposition one to the other during the action of the kick. One of the reasons that can have contributed for this performance is that this boy has two brothers, where the same ones play of soccer in the week ends.

QUARREL OF THE DATA

To follow they are presented and argued the referring results to the relation of the Physical Education with the development of the basic motor abilities.

In relation to the majority of the motor tasks that had been applied of stabilizing movements, a significant difference of development does not exist, but we can evidence that in two tasks (walked balance and), it had two pupils, one in each task that had reached the mature platform of development, and these two children are pertaining to school of the Center Jacira Bonggiolo, that it offers disciplines it of Physical Education in its curricular grating. In the locomotive movements, the majority of the pertaining to school is in serves as apprentice it initial passing to the elementary one, the ones that if detach, is pupils of the Center of Education that offers disciplines it (Physical Education), having a girl and a boy in the mature standard of the movements of race and horizontal jump. In that we speak of manipulative movements we perceive much difficulty of accomplishment of the children of both the Educational Centers, but, we evidence that, the children of the CMEI Olímpia Pizzolo are in I serve as apprentice it initial, and still with much difficulty to pass to the elementary one, already the children of the CMEI Jacira Bonggiolo are almost all in serve as apprentice it elementary and close to perfecting its movements until the mature standard.

Analyzing in general data, the gotten results, we believe to have a relation enters the minimum perceived differences of performance between the two Centers of Education, with it offers and it does not offer of disciplines of Physical Education.

CONCLUSION

For the analysis of the gotten results, we can verify that the offered lessons of Physical Education in the Centers of Infantile Education can be related with the motor performance gotten by the searched children. Therefore whichever the environment, the attention must be come back so that the child has access to an adjusted motor development. It is primordial that, as much in the familiar environment as in the pertaining to school, exists the concern in structuralizing the possibilities so that the child is widely stimulated to dominate movement standards basic. The Physical Education is a great to assist in this process, where the professionals of this area must know the development motor of the child so that they can apply activities that promote its development, being necessary more studies that verify influence it of the factor lesson of specific Physical Education on the motor standards of infancy.

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POSSIBLE CONTRIBUTIONS OF THE PROGRAMS OFFERED OF PHYSICAL EDUCATION IN THE SCHOOL

ABSTRACT

The objective of this study was to analyze where period of training of development of the basic motor abilities is the pertaining to school of the net publishes of education of the Infantile Education of the city of Is Miguel of the Iguaçu/Pr, relating these, with the offered programs of Physical Education in the school. In this study we had as hypotheses the contribution or of it does not discipline Physical Education in the matureness of the basic motor abilities. Specifically a comparison of results between two Municipal Centers of Infantile Education searched, one of them I contend in its curricular grating disciplines it of Physical Education and another one not. 10 children being 5 of each Center had participated of the sample (5 girls and 5 boys). The children had been classify in three periods of training of motor abilities, initial, elementary and mature, and also for its difficulties of accomplishment of

the tasks. A significant difference can be observed does not enter the development of the children of the two Centers. But, on the basis of the results can be concluded that the children of the Municipal Center of Infantile Education that offers discipline it of Physical Education, are being developed in the characteristic periods of training of the specific age, and also because 3 of its pupils had obtained to reach the mature period of training of definitive motor tasks, already of the Center that does not offer disciplines it, are with a little of delay in the development in the ability motor basic, therefore the majority of the children meets in the initial period of training. It can be admitted that some observed differences, can be related the individual genetic factors. It is concluded that studies of this nature must constantly be carried through and with more representative samples, similar of really being able to analyze the one that level disciplines it of Physical Education can contribute for the matureness of the basic motor abilities of the children, and to confirm the idea that all Center of Infantile Education must have its specific teacher of disciplines.

KEY-WORDS: Physical education, basic infancy, motor abilities.

POSSIBLE CONTRIBUTIONS OU THE OFFERED PROGRAMS OU PHYSICAL EDUCATION DANS THE éCOLE

RESUMÉ

L'objectif de cette étude était d'analyser d'où la période de la formation du développement des capacités de base de moteur est concerner l'école du filet édite de l'éducation de l'éducation infantile de la ville est Miguel de l'Iguaçu/Pr, reliant ces derniers, avec les programmes offerts de l'éducation physique dans l'école. Dans cette étude nous avons eu car les hypothèses la contribution ou d'elle ne discipline pas l'éducation physique dans le matureness des capacités de base de moteur. Spécifiquement une comparaison des résultats entre deux centres municipaux d'éducation infantile a recherché, l'un d'entre eux que je conteste dans son râpage curriculaire le discipline de l'éducation physique et encore pas. 10 enfants étant 5 de chaque centre avaient participé de l'échantillon (5 filles et 5 garçons). Les enfants avaient été classifient en quelques trois périodes de la formation des capacités de moteur, de l'initiale, de élémentaires et mûrissent, et également pour ses difficultés de l'accomplissement du charge. On peut observer une différence significative n'écrit pas le développement des enfants des deux centres. Mais, sur la base des résultats peut être conclu que les enfants du centre municipal de l'éducation infantile qui l'offre à discipline de l'éducation physique, sont développé dans les périodes caractéristiques de la formation de l'âge spécifique, et également parce que 3 de ses pupilles avaient obtenu pour atteindre la période mûre de la formation du moteur définitif charge, déjà du centre qui ne l'offre pas à des disciplines, sont avec de retardent dans le développement dans le moteur de capacités de base, donc la majorité des enfants se réunit dans la période initiale de la formation. Il peut admettre que quelques différences observées, peuvent être reliées les différents facteurs génétiques. On le conclut que des études de cette nature doivent constamment être portées par et avec des échantillons plus représentatifs, semblables vraiment de pouvoir analyser celui que des disciplines de niveau qu'il de l'éducation physique peut contribuer pour le matureness des capacités de base de moteur des enfants, et confirmer l'idée que tout le centre d'éducation infantile doit avoir son professeur spécifique des disciplines.

MOTS CLEFS : Éducation physique, petite enfance de base, capacités de moteur.

LAS CONTRIBUCIONES POSIBLES DE LOS PROGRAMAS OFRECIERON DE LA EDUCACIóN FíSICA EN LA ESCUELA

RESUMEN

El objetivo de este estudio FUE analizar de donde está el pertenecer el período del entrenamiento del desarrollo de las capacidades básicas del motor a la escuela de la red publica de la educación de la educación infantil de la ciudad es Miguel del Iguaçu/Pr, relacionando éstos, con los programas ofrecidos de la educación física en la escuela. En este estudio teníamos pues las hipótesis la contribución o de ella no disciplinan la educación física en el matureness de las capacidades básicas del motor. Una comparación de resultados entre dos centros municipales de educación infantil buscó específicamente, uno de ellos que afirmo en su rejilla del plan de estudios la disciplina de la educación física y otra no. 10 niños que eran 5 de cada centro habían participado de la muestra (5 muchachas y 5 muchachos). Los niños habían sido clasifican en tres períodos del entrenamiento de las capacidades del motor, de la inicial, de elementales y se maduran, y también para sus dificultades de la realización de las tareas. Una diferencia significativa se puede observar no incorpora el desarrollo de los niños de los dos centros. Pero, en base de los resultados puede ser concluido que están desarrollando los niños del centro municipal de la educación infantil que la ofrece a disciplina de la educación física, en los períodos característicos del entrenamiento de la edad específica, y también porque 3 de sus pupilas habían obtenido para alcanzar el período maduro del entrenamiento de las tareas definitivas del motor, ya del centro que no la ofrece a disciplinas, esté con un poco de retrasa en el desarrollo en el motor de la capacidad básico, por lo tanto la mayoría de los niños se reúne en el período inicial del entrenamiento. Puede ser admitido que algunas diferencias observadas, se pueden relacionar los factores genéticos individuales. Se concluye que los estudios de esta naturaleza se deben llevar constantemente con y con muestras más representativas, similares realmente de poder analizar el que las disciplinas llanas que de la educación física puede contribuir para el matureness de las capacidades básicas del motor de los niños, y confirmar la idea que todo el centro de la educación infantil debe tener su profesor específico de disciplinas.

PALAVRAS CLAVES: Educación física, infancia básica, capacidades del motor.

POSSíVEIS CONTRIBUIçõES DOS PROGRAMAS DE EDUCAçãO FíSICA OFERTADOS NA ESCOLA

RESUMO

O objetivo deste estudo foi analisar em que estágio de desenvolvimento das habilidades motoras fundamentais está os escolares da rede publica de ensino da Educação Infantil do município de São Miguel do Iguaçu/Pr, relacionando estes, com os programas de Educação Física ofertados na escola. Neste estudo tivemos como hipóteses a contribuição ou não da disciplina Educação Física no amadurecimento das habilidades motoras fundamentais. Especificamente buscou-se uma comparação de resultados entre dois Centros Municipais de Educação Infantil, um deles contendo na sua grade curricular a disciplina de Educação Física e outro não. Participaram da amostra 10 crianças sendo 5 de cada Centro (5 meninas e 5 meninos). As crianças foram classificas em três estágios de habilidades motoras, inicial, elementar e maduro, e também pelas suas dificuldades de realização das tarefas. Pode-se observar uma não diferença significativa entre o desenvolvimento das crianças dos dois Centros. Mas, com base nos resultados pode-se concluir que as crianças do Centro Municipal de Educação Infantil que oferta a disciplina de Educação Física, estão desenvolvendo-se nos estágios característicos da faixa etária, e também porque 3 de seus alunos conseguiram atingir o estágio maduro de determinadas tarefas motoras, já as do Centro que não oferta a disciplina, estão com um pouco de atraso no desenvolvimento nas habilidade motoras fundamentais, pois a maioria das crianças encontram-se no estágio inicial. Pode-se admitir que algumas diferenças observadas, podem estar relacionadas a fatores genéticos individuais. Conclui-se que estudos desta natureza devam ser constantemente realizados e com amostras mais representativas, afim de realmente poder analisar a que nível a disciplina de Educação Física pode contribuir para o amadurecimento das habilidades motoras fundamentais das crianças, e confirmar a idéia que todo Centro de Educação Infantil deve ter seu professor específico da disciplina.

PALAVRAS-CHAVES: Educação Física, infância, habilidades motoras fundamentais.