

## 122 - TO PLAY AND "ITSELF MOVE" IN EARLY CHILDHOOD EDUCATION, THE QUESTION OF PHYSICAL EDUCATION

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Given the great attention that has been given to early childhood education, especially in recent reforms of the Brazilian educational system, as the LDB and the new guidelines was very obvious emphasis on early childhood education. The new law 9394/96 in its articles 29 and 30 guarantee the kindergartens in 0 to 6 years as the first stage of basic education should be offered by schools under the name of Nurseries and / or Preschool. Thus, the majority of Brazilian states trying to improve from their municipalities the possibility of setting up crèches for service this requirement. Where we can see, often the large presence of professionals in physical education at this stage of education.

Despite this problem of early childhood education is not entirely new, especially for private initiatives were already paying attention to this segment of the population education for some time to secure better conditions of study and training for the economically more privileged classes, yet the studies and research on the question of "to do" Professional Education at this stage of training children, still seems a little lacking. As for physical education only in recent years are beginning to emerge in the research programs of graduate studies in the area. But if one side of the surveys are beginning to emerge and present new interpretations and suggestions, professional interventions in this area, with professionals who work directly in Child Care can still be considered very poor.

Professional Physical Education seems to deal with two issues: On the one hand their training not carry enough for this area of intervention and on the other hand, learning of psychomotor, and motor learning games and fun games in the disciplines of recreation and leisure, when actually presented in training programs, grants do not have enough textbooks and teaching for an interaction with other professionals in early childhood education. Taking into account the thoughts above, that is seriously questioning the content available to the professional physical education to work in early childhood education, there is an urgent need to review the role of professional fitness trainer in this context. What really is possible for the physical education teacher has a really important role in the formation of young children.

Of course it is not enough and not proper to evaluate the role of Physical Education and professional training in this area by herself. There is a need to review and study the complex set of factors and elements that make up the whole of early childhood education.

There is no doubt that the attention, affection and caring for small children is essential whether by parents, guardians or institutions duly appointed for this purpose, as are the Nursery. But in a society and world where everything begins to occur more quickly and technologized. Where trade and consumption in a frantic moves also for children from an early age, it is not surprising that the child is more "quickly" made for this socio-cultural environment.

So the Nursery can help and be an important mediator for instance the consumption of materials, and instructional technology to "expedite" the child's learning. Stated another way to "ensure" the future of these children increasingly early. However, education is her family or educational institutions as the Nursery, which only cares about the future of children, can not see and understand the children in the present. We therefore believe that the role of the Professional Physical Education begins to have a special significance if one takes into consideration what the child at present wants and needs "to play and move it" (Santos, 2007). Only in this way, you can find a huge amount of professional physical education in kindergarten.

Thus the need to understand the "If-move" as activities that all children perform not only as a form of functional activity, but as an expression of life and vital for their development. It is therefore considered as a dialogue between the child, the world, others and yourself. (KUNZ, 2008 apud Santos 2008).

In a criticism of parents, in my view, parents wanting their children to become successful adults, children make this a mini-adult, forgetting that the main ingredient to become active adults, good-natured and contribute to the proper development of society, which need most is simply to be "child", and to play, play, imagine and have fun.

So for this study we intend to develop it is considered important, and a more detailed study on the importance of early childhood education that occurs in the Nursery, to investigate in greater depth and breadth, the educational opportunities, educational and human racing to the professionals Physical Education developed through a reorientation, the most important activity in the lives of their children play and-move.

Therefore, we sought to examine the possibilities for a competent performance of the Professional Physical Education in Early Childhood Education Child Care calls, from a re-conceptualization of the category Play and Human Movement. Clarifying the natural freedom to play and be around, confirming the presence of partnerships to play, as friends, parents and educators and with this contribute to the child in the development of body awareness, self-awareness, social consciousness and the world.

We believe therefore that a lot of content, combined with the Nursery that "form" for the future, it creates a very big future expectations on children when one should "expect a little less and love a little more" these children. Finally are multiple instances, the nursery is only one of them, where the child is "trained to adulthood before they learn to play."

In this sense, this study aims to contribute to most of our children for the normal development of social awareness, individual and cultural technologization were destroyed by the world. Spaces for a world of movement with autonomous life have been replaced by machines, electronics, urban constructions, cars and industrial sites and toys. The child lives in a well enclosure and under constant control of the adult and the environment.

Losing is therefore also the features most essential to meet basic needs of the child: his free-play and move. In a world where disappear more immediate contact with nature, the natural freedom to play and free to move the child.

It is noticeable growth in the number of Creches in urban centers in recent years. This is in exact proportion as more and more people from the same family, father, mother, brother or older sister are engaging in work to survive.

In Nursery the child is received and attended by professionals in education by this also called this Court Social Early Childhood Education. Professionals are mostly so that educators, in part, provide a mother-child relationship as important at this stage of life as Maturana and Verden-Zöller (2004) and Physical Education professionals increasingly present and would ensure

that this same mother-child relationship can be lived in Play. Of course this is to have adequate training

In the Reggio Emilia approach outlined in the book *The Hundred Languages of Children*, "time and space are seen as related and are influenced by three factors: the experience of his own approach over time, stay for a while (time of each cycle) of the relationship between parents, teachers and children and the time when children are in the institution. Therefore:

"We respect the time of maturation, development of tools and to understand the full emergence, slow, extravagant, lucid and evolving capacities of children, this is a measure of common sense cultural and biological" (Maturana, 2004, p. 91).

Since the play and be children's move here is considered of fundamental importance to an emancipatory education, issues of time and space not only in early childhood institutions, but also in urban areas thought to be considering primarily the children themselves. For that, it depends on the idea and the concepts we have about them. But without doubt the best way to understand children is seeking to enter this world that's also been ours and so it is not so difficult to understand since we were children and that many of them within us.

"I realized now that I learned to work with children with the children, including myself as a child! Now this seems obvious, almost too elementary to be written. Children are our best teachers. They already know how to grow, and develop, how to learn, and expand and discover how to feel, laugh, cry, rage, what is right for them and what is not right for them, what they need. They already know how to love and be happy, how to live life fully, how to work and be strong and full of energy. All of them (as well as children inside of us) need space to do so" (Oakland, 1980, p.354).

In the technology-standardized and institutionalized is a strong trend of objectification of everything that relates to the subjects' lives, including their feelings and emotions. We live increasingly in tight, urban spaces are increasingly restricted, forcing people to adapt their lives to this situation. According to Kunz (2007) The children are deprived of the possibility of "developing social awareness, individual and cultural," they become victims of adult control and the environment in which it operates.

The school environment needs to provide the child able to carry out their play and move it the way she already knows, as stated earlier by Oakland (1980). In this environment are contained in a related space and time that are part of a relational reality. Not that adults can not or should share the moment of play and later move the child, but adults need to understand that there is established a relationship that is so natural child / world and the world / child. There is already learning, feeling, emotion, communication, finally, there is a natural relationship that just needs time and space for subjective happen.

In an attempt to show the importance of play and move it freely and voluntarily with children and that the pedagogical possibilities of professional physical education in kindergarten, they have to initially consider the question of time and space child. Time and space, reserved for them in the world where everything goes so faster and with maximum production should therefore also be diminishing.

Thus, the question of space and time in education is discussed as something mainly from the perspective of organization and quality of education and freedom of students. But understanding the categories time and space is no simple task, because these are constituted as categories of discussion in science and philosophy for a long time.

We understand time as a sum of moments and the space as fencing or expansion. We understand the time from Newton flow as a goal, invisible and independent of man, or understand it from Einstein as a form of relationship.

The man tried to understand the time when they became aware of a possible sequence of events. ELIAS (1998) states that the issue of past, future and this was perceived in antiquity.

If we understand time as something relational, understand that this is not more to men representing contemporary to ancient man, because social relations are no longer the same. ELIAS (1998) suggests two ways of understanding time, time with reference to the physical nature and social time with reference to society. So you can see that the different ways of looking at time in history set up ways of looking at it today.

It is through our perception we mean the time and space, ie it is possible that the same chronological time is seen by two people in different ways, one with a sense of long-term and the other with the feeling of short duration. This is often due to the element "pleasure" in the relationships we have established in the world. Many times when a guy does something to "pleasure" time sometimes seems to go faster or rather, the subject can even "get lost in time."

When the child plays, falls in a time of doing "full acceptance, without regard to deny its legitimacy" (Verden-Zöller, 2004, p. 231). The author also claims that the play is an activity performed with innocence for so easy to lose and is also held in total attention to itself. When in early childhood education institutions the time and space are limited to adults, playing can not be spontaneous, as there are determinations that castrate the freedom of children.

The significance of the action, therefore, can not be given by the child, as the time is here understood as a subjective element, because the play and move targeted and restricted from the time and space ceases to be a child's upbringing, many sometimes constituting more than one task of the school.

With the restatements experienced by education within its legal organization, child education, which at first had as a body responsible for the Departments of Social Services related to Ministry of Health, have been framed on the model of education from the other stages of education (education elementary and high school) with the MEC as its body responsible, under the Ministry of Education. Thus, the spaces, architecture, curriculum, professional guardians were gradually adapting to this new determination.

"Early childhood education, first stage of basic education, seeks the development of the child until the age of six in their physical, psychological, intellectual and social development, complementing the action of family and community" (art. 2. LDB)

Once institutionalized early childhood education and day care going to offer the same services as the pre-schools and kindergartens (educate the child) it is necessary to consider the attendance of these children.

"Do not just transfer to the nursery area of education. Other aspects must be considered: conceptions of children and education, training levels and functions of professionals, gap, structure and operation of equipment for children, funding, training. Constituting themselves as subjects of unquestionable importance to a quality service to them, which contributes to the integral development are time and space in early childhood education institutions" (KISHIMOTO, 1998).

From this critical analysis of the time and place the child would be needed now look at some perspectives, from that, the role and possibilities of professional teaching physical education in kindergarten. Where we seek to report in a forthcoming work, however there is a need to examine more deeply the authors as Merleau-Ponty (2006), Maturana and Verder-Zöller (2004),

Oaklander (1980), and the work of Kunz (2004 and 2007) among others, should be developed based perspective to one act for "play and move it" in kindergarten. It is thus intended that this will be the basis of reasons for emancipatory possibilities in kindergarten.

In conclusion you can see the performance of professional fitness trainer as key in kindergarten when one understands the world of the child must be respected at this time and when the pedagogical spaces provide environments emancipatory interaction, valuing it move and play essential elements of early childhood education. However you can play and say "move it" as one of the essential elements of teaching in childhood, as this perspective is provided for free movement and learning from the play, so you can try their own ways of being. Since kindergarten is institutionalized to be offered in kindergartens, it is necessary to consider the care to these children. Since the play and be children's move here is considered of fundamental importance for an emancipatory education.

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#### TO PLAY AND "ITSELF MOVE" IN EARLY CHILDHOOD EDUCATION, THE QUESTION OF PHYSICAL EDUCATION

##### ABSTRACT:

From the discussion of the theory and practice of teaching kindergarten this work further search in the areas of Early Childhood Education, Human Movement and Teacher understanding how to configure the impacts of new federal education guidelines. Investigating the complex and perceptions of child externalizing during their play and thus assess the role of the Professional Physical Education in the performance of early childhood education. The methodology is qualitative and social, that by comparison, evaluation and analysis of data collected through the literature review is organized to describe the research showing the reality of human development, especially the child. It can be stated as a conclusion that the performance of professional fitness trainer is crucial in kindergarten when one understands the world of the child must be respected at this time and when the pedagogical spaces provide environments emancipatory interaction, valuing it and move playing an essential element of early childhood education. However you can play and say "move it" as one of the essential elements of teaching in childhood, as this perspective is provided for free movement and learning from the play, so you can try their own ways of being.

**KEYWORDS:** Early Childhood Education; be moving, and professional.

#### LECTURE ET "SE MOUVOIR" EN ÉDUCATION À L'ENFANCE, LA QUESTION DE L'ÉDUCATION PHYSIQUE

##### RÉSUMÉ:

De la discussion de la théorie et la pratique de la maternelle à l'enseignement de ces travaux de recherche supplémentaires dans les domaines de l'éducation préscolaire, du mouvement et les enseignants à la façon de configurer les effets de l'éducation de nouvelles lignes directrices fédérales. Enquêter sur le complexe et les perceptions de l'enfant d'extériorisation au cours de leur jeu et ainsi évaluer le rôle de l'éducation physique dans l'exercice professionnel de l'éducation de la petite enfance. La méthodologie est qualitative et sociale, que, par comparaison, l'évaluation et l'analyse des données recueillies grâce à la revue de littérature est organisé pour décrire les recherches montrant la réalité du développement humain, en particulier l'enfant. Il peut être énoncé comme une conclusion que la performance de préparateur physique professionnel est indispensable à la maternelle, quand on comprend le monde de l'enfant doit être respectée en ce moment et lorsque les espaces pédagogiques fournissent des environnements interactifs d'émancipation, la valorisation et de déplacer jouant un élément essentiel de l'éducation de la petite enfance. Cependant, vous pouvez jouer et dire «déplacer» comme l'un des éléments essentiels de l'enseignement dans l'enfance, comme cette perspective est prévue pour la libre circulation et l'apprentissage du jeu, donc vous pouvez essayer de leur propre façon d'être.

**MOTS-CLÉS:** Early Childhood Education; être en mouvement, et professionnelle

#### EL JUEGO Y "EN SÍ MISMO MOVE" EN EDUCACIÓN INFANTIL, LA CUESTION DE LA EDUCACIÓN FÍSICA

##### RESUMEN:

De la discusión de la teoría y la práctica de la enseñanza de kindergarten este trabajo de búsqueda en los sectores de la Educación Preescolar, del Movimiento Humano y la comprensión Maestro cómo configurar los impactos de las nuevas directrices federales de educación. La investigación de las complejas y las percepciones de los niños durante su juego de externalización y en consecuencia, valorar el papel de la Educación Física profesional en el desempeño de la educación de la primera infancia. La metodología es cualitativa y social, que por comparación, evaluación y análisis de los datos recogidos a través de la revisión de la literatura se ha organizado para describir las investigaciones que muestran la realidad del desarrollo humano, especialmente la infantil. Se puede afirmar como conclusión que el rendimiento de entrenador profesional es crucial en la guardería cuando se entiende el mundo del niño deben ser respetados en este momento y cuando los espacios pedagógicos que proporcionan un entorno de interacción de emancipación, lo que valora y se mueven jugando un elemento esencial de la

educación de la primera infancia. Sin embargo, usted puede jugar y decir "mover" como uno de los elementos esenciales de la enseñanza en la niñez, esta perspectiva está prevista la libre circulación y el aprendizaje de la obra, para que pueda probar su propia manera de ser.

**PALABRAS CLAVE:** Early Childhood Education; se mueven, y profesional.

### **BRINCAR E “SE-MOVIMENTAR” NA EDUCAÇÃO INFANTIL, A QUESTÃO DA EDUCAÇÃO FÍSICA**

#### **RESUMO:**

A partir da reflexão da teoria e prática pedagógica da educação infantil este trabalho busca aprofundamento nas áreas da Educação Infantil, Movimento Humano e Formação de Professores compreendendo como se configuram os impactos das novas diretrizes da educação. Investigando os complexos e percepções da criança, exteriorizados durante o seu brincar e com isso avaliar o papel do Profissional de Educação Física na atuação da Educação Infantil. A metodologia é qualitativa e social, que através da comparação, avaliação e análise dos dados coletados através da revisão bibliográfica organiza-se a pesquisa para descrever a realidade evidenciando os aspectos do desenvolvimento humano, especialmente da criança. É possível afirmar como conclusão que a atuação do profissional de Educação Física seja fundamental na Educação Infantil quando se compreende que o mundo da criança precisa ser respeitado em seu tempo presente e quando os espaços pedagógicos proporcionam ambientes de interação emancipatória, valorizando o se-movimentar e o brincar como elementos essenciais da Educação Infantil. Contudo é possível afirmar o brincar e o “se-movimentar” como um dos elementos pedagógicos essenciais na infância, já que nesta perspectiva é proporcionada a livre movimentação e aprendizagem a partir do brincar, sendo assim pode experimentar suas próprias formas de ser.

**PALAVRAS CHAVES:** Educação Infantil; se-movimentar; profissional.

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