

## 165 - REPRESENTATIONS ABOUT THE INCLUSION OF PHYSICAL EDUCATION IN CHILDHOOD EDUCATION FROM THE PEDAGOGY PROJECT

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### 1 INTRODUCTION

The inclusion of Physical Education in the childhood education is a relatively new phenomenon, which has been occurring in a progressive way in many Brazilian counties. If, from one side, the law of guidelines and bases for national education guaranteed the legal bases for this inclusion, on the other side, the construction of specific theoretic methodologically references for intervention of Physical Education in this level of education is an emergent necessity. The pedagogical proposals prepared by this area of knowledge are, mostly, destined to basic and High school levels, and do not contemplate the particularities of childhood education and the development of children from 0 to 6 years old.

In order to overcome the described situation, in this study we analyzed a theoretical and methodological framework that has been tested in the context of the Supervised Internship of a Physical Education Course. This is the Pedagogy Project, in which the intervention of Physical Education in childhood education is mediated by projects constructed and collectively shared by the different areas of knowledge and by the different individuals who work in the schools where the internship occurs. We aim to understand the limits and the possibilities that the Pedagogy Project offers to the inclusion of Physical Education in childhood education.

Therefore, we performed a descriptive study, of interpretive character, in which data were collected through interviews of elite. (THIOLLENT, 1987). This model seeks to analyze the social phenomena from the discourse of the prototypical subjects of a determined community, in terms of representation, position and authority. The interview of elite is not limited to a significant number of subjects, but focuses on those who in any way, constitute an "authoritative voice" to talk about the investigated object. For this study, we interviewed three subjects who are directly involved with the Pedagogical work of the Physical Education in childhood education, developed in connection with the Pedagogy Project<sup>1</sup>, they are: the supervisor teacher of the subject Supervised Internship, the head direction of a Childhood Education County Unit (UMEI), where occurs the intervention of the subject Supervised Internship and; the teacher of a class that developed a shared work with the interns of Physical Education. The collected data were interpreted by the Content Analysis (FRANCO, 2003). At the first, we present the assumptions of the Pedagogy Projects to, then analyze and discuss the discourse of the interviewed ones.

### 2 THE PEDAGOGY PROJECTS

The work with projects emerged in the transition of the nineteenth century to the twentieth century, with the educational movement called New School that questioned the traditional educational methods. Boutinet (2002, p. 180) states that "one of the reasons that encourage the creation of Pedagogy Project was the need to break the coercive framework of the school programs to raise the student's creativity." The precursors of the New School established as pedagogical principles to the knowledge globalization, the meeting of the student's interests and needs, their participation on the teaching-learning process, establishing a new teaching and the restructuring of the school and the classroom, John Dewey and William Kilpatrick, founders of the School movement, defended the idea that education is a lifelong process and not a preparation for future life, so the school should represent the present life of this student.

In Brazil, the procedure known as the "Project Method" was introduced by Anísio Teixeira and Lourenço Filho and brought a new way of thinking education, understood as a complex and global process, in which theories and practices are directly related and do not dissociate. From this perspective, the student is stimulated to solve problems through research and finding information, enabling the construction of new knowledge and practices, preparing the students to a complex world, in which challenges appear as a whole and not fragmented. This theoretical and methodological conception is opposed to the traditional way of teaching that presents the curriculum divided into subjects and periods in which each teacher has a specific time and uses it to transmit the knowledge that he possesses, causing the student to be only an information deposit, without being able to participate directly of the teaching-learning process. The child throughout history was considered to be a reproduction of both knowledge and feelings. In various moments of her childhood, she was seen as unable to create, as a person that must be protected and is at mercy of the adults that surround her. The Pedagogy Project is not a current theoretical-methodological conception, although a few factors have brought back the pedagogical work in the forms of projects to the current educational context. Many ideas developed in the beginning of the twentieth century were restricted to small educational segments, the New School ideas weren't widely experimented by the population. The change in the concept of childhood is one of the factors that favored the return to work on projects. This new design sees the child as an individual able to make their own concepts and reach their own conclusions, making them the protagonist in the construction of their knowledge. The diversity of information that is worked in the classroom, using different symbolic languages, puts the child in a universe of possibilities, contributing to the development of their cognitive, affective, social, aesthetic and motor schemes, making them capable of questioning things in the world and interpret them according to a frame of reference built in its interaction with the environment and with others. According to Barbosa and Horn (2008, p. 28):

It is passed from a conception in which children were seen as missing, incomplete beings, only to be protected, to a conception of children as a protagonist of their development, accomplished through an active dialogue with their siblings, with the parents that surround them, with the environment in which they are inserted in.

A change in scientific paradigm is another factor that puts the Pedagogy Project in highlight in the current education scenario. This new century begins with the disruption of some scientific paradigms that have influenced education, among them the Cartesian model, in which knowledge is worked in a fragmented way. The compartmentalization of knowledge is challenged by the new model of emerging science, which calls for the reconnection of such knowledge in complex networks of knowledge (Morin, 2000). Pedagogy Project is a theoretical and methodological framework that has colluded with the post-modern paradigm of science, it points to the transition from a disciplinary to a multidisciplinary knowledge, in which is treated in a complex and

systemic way. Finally, another factor that favors the return of Pedagogy Project is the change of concept about learning and human development. The nineteenth century was marked by a maturational view of child development, in which the endogenous regulatory mechanisms were considered the key factors moving the child's development. From this perspective, child development was compared to a plant, which was enough to "water" the child with love and affection for their potential to flourish naturally. From that learning and developing perspective is that derives the term "Childhood Garden". Marking the next century, the twentieth century, the environmental or behavioral model of education where the incentives offered by the environment determine the limits and possibilities of learning and human development. From this perspective, the conditioning becomes the central focus of education, in which is planned to offer appropriate incentives to produce suitable responses/behaviors. The most expressive representatives of this current are Watson, Skinner and Pavlov. From this perspective education pedagogy assumes an instrumental character whose primary function is to prepare the student for the labor market. Although not a recent perspective, because its genesis is located at the end of the nineteenth century, the matrix of social interaction is gaining more adherents in the Brazilian educational scenario. This perspective indicates the need to overcome the polarization "[...] between innate and environmental affirming that knowledge is socially constructed, from the possibilities of interactions between subjects and the physical and social environment where they are inserted" (BARBOSA; HORN, 2008). Thus, meaningful learning is that which takes place in a historical and cultural context in which the meanings of educational action converge with the social demands and expectations of students. In this sense, the Pedagogy Project is of great social importance, because it allows students the appropriation and reframing of the active form of culture, making them, therefore, subject to their teaching and learning. From this educational perspective, the pedagogical practice is a simple reproduction of knowledge into a universe of major development opportunities in which students learn how to learn and an individual becomes increasingly able to relate to the world, with others and himself.

The pedagogical work mediated by projects goes through three inseparable steps, which are: the questioning, the development and conclusion or summary of the project. The construction of a pedagogical project is complex, because it has to be thought as a whole, in which the individuals present in the everyday school life have an effective participation in its development and implementation process. The questioning of a project lays not only the teacher, is a collective task and is open for all to clarify their ideas. The problem that will lead the project can be brought by a student, group, or even by the teacher, the only criterion is that the main question arises from the fact that children are included and have some concrete sense of action for them. The development is the time to establish the strategies of action, to formulate hypotheses and to seek answers to the questions raised in the questioning. At this stage, the teacher must act to disrupt the initial hypotheses raised by the students, causing them to seek within or even outside the school a new concept of what it was exposed, adopting an investigative stance on the issue at hand. A summary or conclusion is not the end of the educational process of the project, but time to explain the objectives and proposals that have been established throughout the work. It's time to evaluate and design new strategies. It is noteworthy that the learning process must respect individual differences, as each child learns at their own pace as they bring their own experiences, customs and beliefs of their own, specific ways to interact with the world and the problems presented. In this sense, each child will make their own arrangements to deal with the challenges posed by the projects and the construction of knowledge derived from the cyclical process of assimilation and accommodation, in which children will organize their knowledge into increasingly complex structures.

In relation to Physical Education, the Pedagogy Project turns possible the inclusion of this knowledge area in the Childhood Education context. Although the Law of Directives and Bases of National Education (9394/96) considers Physical Education as a obligatory subject in Basic Education, which includes Childhood Education (zero to six years old), the non disciplinary character of a organization of this level of education impedes the inclusion of a subject in its curriculum. However, when inserted in the Project Pedagogy Project and Physical Education perspective breaks its disciplinary limits and begins to dialogue with other areas of knowledge, from its object of study, which is inserted into the movement culture.

### 3 PRESENTATION AND ANALYSIS OF DATA

In this section, we discuss the limits and the possibilities of conducting the pedagogical intervention of Physical Education in Childhood Education from the Pedagogical Project perspective. Therefore we will analyze the speeches of three directly involved individuals in the work done in this perspective: the supervisor teacher of the subject Supervised Internship, the director of UMEI where the intervention took place of the subject Supervised Internship and the teacher of a class that has developed a shared work with the interns of Physical Education. When inquired about what they understand from Pedagogy Project, the respondents answered:

Subject 1: [...] a thing that catches the children's attention e that in fact sharpens their curiosity [...] the project has to be much more open, it can be expanded [...] we should not limit the project as an isolated classroom project.

Subject 2: Pedagogy Project does not mean to me a group of organized activities designed by a determined professional to act in classroom, but a space, a moment to weave that knowledge[...] I do not see Pedagogy Project as something ready[...] the student also offers content, the student in his cultural formation offers you conditions to increase knowledge.

Subject 3: [...] it is a theoretical-methodological perspective which support is centered in learning to learn dimension and the student, in this case, is the subject of learning, which is through a mainstreaming among different areas of knowledge.

The respondents' speeches converge on two central points. The first point is that the Pedagogy Project is not as an isolated action of a teacher, or something punctual with a beginning and an end defined. This is a theoretical and methodological design that brings certain view of science, education and childhood. Therefore, the Pedagogy Project involves an educational matrix that breaks with the traditional models of education adopted by schools. Another intersection point in the respondents' discourse is the child's role in the teaching-learning process from the Pedagogy Project. Indicates the child's active posture as subject that gives new meaning and produces culture, different from the "banking education" (FREIRE, 1987). When inquired if childhood education is prepared to work in the Pedagogy Project perspective, the respondents answered:

Subject 1: [...] people can not limit themselves to work, because many of them get imprisoned by own will. You study to work with the project and we can not let the curriculum imprison us [...] there has to be liberty of doing our jobs and sometimes we get lost in this.

Subject 2: It is on its way [...] prepared, not. It is on its way to acquire this preparation, having seen that we study at this moment weaving a document that will lead Childhood Education in Vila Velha, and our head is spinning, and we know the responsibility of forming

this Pedagogy Project in schools, of giving continuation to these projects, but we know that it is just not that, there is no training for this type of work, although this does not intimidate us, because we know the means to get there.

Subject 3:[...] as I said, there are no points of intersection or no points of departure, so, to think Pedagogy Project and try to consolidate this is the everyday life of the school, its necessary to work associated with the continuous formation of teachers. Now this formation has to be in the time and space of the school [...] this is where we meet the parent's discourse: 'I don't have anyone to leave my son with.'

In the discourse of the subject 2 and subject 3, you can see that there are attempts to integrate different areas of knowledge in a wider educational project and that this process has ebbs and flows. However, the two interviewees highlight that the realization of Pedagogy of Projects in daily life of childhood education depends mainly on continuous training. However, as emphasized by the Respondent 3, this training will only make sense if it occurs in time and space of the school. Therefore, it is necessary to sensitize the Government, represented by the Municipal Department of Education, to ensure the necessary conditions for this process to occur without losses and sacrifices to the teachers. It is also to educate the families that the process of training is to become effective in school, because, as indicated by Tardiff (2002), knowledge is not a prerequisite for the job, but something that is in their own working relationship. Therefore, it is essential that the families understand that eventually there will be the necessity to suspend classes, so the teachers are able to discuss among themselves the limits and possibilities of working from the Pedagogy Project. Yet, the Respondent 1 shows that the autonomy of the teacher is an essential factor for the educational work-mediated projects to be successful and that many teachers allow to be imprisoned to projects and end up losing themselves, because they do only what is established by others. When inquired about the positive and negative points of working with the Pedagogy Project in the Childhood Education's perspective, the respondents answered (positive points):

Subject 1: The positive point is moving in depth on certain subjects, such as the project on which we worked with the environment. We researched in depth who was responsible for cleaning the city, what we could do to diminish the issue of garbage in the streets, walked around the neighborhood and saw what was missing[...] the good part of the project is taking the children to know in depth the theme.

Subject 2: [...] we are seeing that we did not stop in time [...] so, we know that, we are trying to weave new knowledge, in the sense of getting this prepared. We did not stop [...] what I am used to saying is that we are not to get or receive the thing done; we are seeking inside of knowledge that leads to learning.

Subject 3: The first positive point is that it permits a dialogue between the different areas of knowledge. The second positive point [...] is understand the student as the subject and not as the object [...] the third positive point is articulate knowledge and practices of teachers and different professionals in the school's spaces and times.

The speeches of Subject 1 and 2 show, as a positive point of Pedagogy Project, the investigative and reflective stance adopted by the teacher (PEPPER, LIMA, 2004). From this perspective, the teacher is a mediating agent of culture that needs all the time to upgrade to the demands that arise in their daily practice teaching. Pedagogy Project requires a constant search for knowledge as the projects come from the specific needs of individual students and specific circumstances and are not always prescribed a priori. The verbs used in the speeches of Respondents 1 and 2 show an elevated degree of identificational content (FAIRCLOUGH, 2001), because they are in the first person of the singular and in the first person of the plural, which indicates the subject's commitment with what they said. If we consider the "place" where they are speaking from, we notice that the speeches were built on experienced concrete pedagogical relations and not on abstractions, Subject 3 shows, as Pedagogy Project's positive points, the dialogue between the different knowledge areas provided by this technical-methodological perspective, overcoming, thus, the fragmented view and reductionist way in which knowledge has historically been treated in the school context. Another positive point mentioned is the concept of children as subjects of the teaching-learning process. This concept returns to the child the condition of "subject of rights", by giving them voice to claim what is of their interest, respecting their possibilities, expectations and needs. There is a displacement of an adult centered view to a view that considered childhood as a stage that the child must be respected and heard (ANDRADE FILHO, 2007). Finally, the interviewee considers the possibility of building collective knowledge and actions by different individuals in different areas of knowledge, which are placed in the context of early childhood education. It is evident, therefore, the social and collective character of knowledge which makes and remakes itself in interactive communication between the individuals present in everyday school life, which does not cancel out the conflicts and divergences existent between them. As of negative points, the interviewees indicated the following aspects:

Subject 1: [...] the problem is that the teacher limits himself just because he wrote that the objective what that one, then stays limited to it.

Subject 2: I would say that of negative points I don't see anything, I don't see anything because, if we are looking for preparation for this practice, we have to have our arms wide open [...].

Subject 3: [...] the space and time of collective planning does not exist and is not happening, and that turns difficult the implementation of Pedagogy Project. The second problem is in the teacher's training [...] the process of training of the majority of schools did not discuss this. The third problem is the stiffening of the pedagogical practice [...] which does not allow you to question or discuss.

One more time, Subject 1 emphasizes that Pedagogy Project can not be constituted as a "straitjacket", which limits the teacher's action. The initially outlined objectives may be reviewed as the project progresses and the possible adjustments can be made so that the project meets the dynamic of the "living school". Although Subject 2 said that he did not see negative points, the complement of his speech reveals desirable stance to work in this perspective, since he does not deny that there are problems, although makes himself available to solve them. This implies a new pedagogical approach that acknowledges the uncertainty, the unexpected and the imponderable in the teaching-learning process, but does not refrain of searching for the means to solve the problems found in the project's fulfillment. Subject 3 highlights three aspects that must be overcome to the realization of Pedagogy Project in this context. The first is related to the necessary conditions so that the collective planning can be realized. This is a political decision that focuses on the backbone of this theoretical and methodological framework, for without the possibility of a systematic interaction between the subjects involved in the project, its success is compromised. The second aspect that, according to him, interferes in the adoption of a pedagogical work mediated by projects is the training of the teachers, because the Pedagogy Project is not a knowledge that often circulates in the majority of the initial formation courses, what would

require a reading and studying demand by the teachers. Finally, the third point that may jeopardize the adoption of Pedagogy Project is the transformation of this perspective into a dogma, an absolute truth that is not subject to questioning and criticism. This radical approach is opposed to the very rationale of Pedagogy Project, which allows an open teaching-learning process, questionable, with frequent recreation of meanings. When inquired if the Pedagogy Project favors the insertion of Physical Education in Childhood Education, the respondents answered:

Subject 1: [...] we worked with the capoeira project with Physical Education, which was a very rich project [...] was not limited to the physical part as content for the children, but worked this historical matter of the bush-captain, because the Negroes were persecuted. The cultural matters, such as music, instruments, so we could expand the Negro's matter in our society.

Subject 2: With your presence, of Physical Education, in here, we saw that it is not possible to follow individual plans. I was talking to the educator this other day that it is not acceptable that the teacher has an isolated activity, out of collectiveness [...] doing so the teacher becomes an outcast.

Subject 3: Favors, it favors and enables the insertion of Physical Education which is a subject in a context that is not organized in a disciplinary way [...] I can establish a dialogue between Physical Education and the classroom teacher who works other areas that make up the curricular knowledge of childhood education. In this case, we must have clarity of what is our specificity, which is movement inserted into culture [...].

Subject 1 shows in his speech the possibility of Physical Education to link with the other teacher's work, in which the focalized subject is addressed in a multifaceted way, without restraining the motor dimension and gives an example of intervention in this perspective. On the other hand, Subject 2 considers inconceivable any type of pedagogical intervention in Childhood Education which is not conducted by a common axis, by projects built by individuals who act in this context and highlights that the insertion of Physical Education in his school points out the need of shared work. Subject 3, believes in Pedagogy Project as a possibility of inclusion of a subject in a non disciplinary context. In this perspective, physical education does not qualify as an intervention area isolated from other areas of knowledge. Another point the interviewee highlights is the need for physical education to have a clear view of their specificity, because its inclusion is justified only if, through projects constructed and collectively shared, it offers its unique contribution to the process of learning and development of the child. In this sense, the peculiarity of Physical Education focuses on movement inserted in culture, in particular, the cultural manifestations of child movement. A highlight is the centrality that the movement holds in the child's development process, becoming the child's main language.

#### 4 FINAL CONSIDERATIONS

The speeches of the interviewed, anchored in concrete intervention experiences, indicate that the Pedagogy Project contributes to the integration of Physical Education in Childhood Education, since it breaks with the disciplinary logic and makes possible the dialogue between this knowledge area and other knowledge and practices that make up the curriculum of Childhood Education, offering a specific contribution related to child movement culture to the child's learning and development. As of the limits for the effectuation of Pedagogy Projects in the Childhood Education's context exceed the lack of time and space for the project's collective planning in everyday life of schools, the absence of a policy of continuing education that enables access by teachers to current pedagogical discussions and the lack of autonomy or freedom that the distorted "use" of Pedagogy Project can generate. We suggest new studies that, mediated by intervention experiences of Pedagogy Projects, seek to reveal the children's representations about the process of teaching and learning developed in this theoretical-methodological perspective, focusing in particular the formation of children as subjects of rights in this process.

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#### REPRESENTATIONS ABOUT THE INCLUSION OF PHYSICAL EDUCATION IN CHILDHOOD EDUCATION FROM THE PEDAGOGY PROJECT ABSTRACT

The study analyzes the integration of Physical Education in Child Rearing in view of the Pedagogy of Projects. Descriptive study, interpretation of character, in which the data was collected through semi-structured interviews and interpreted by the Discourse Critical Analysis - DCA. The Pedagogy of Projects contributes to the inclusion of Physical Education in the contexts investigated, because it contributed to break with the logic and discipline that enabled this area to talk with the other

knowledge and skills that make up the curriculum of schools. About the limits, underscored the limited availability of time for planning of the subjects in the collective life of schools.

**KEYWORDS:** Physical Education. Early Childhood Education. Pedagogy Project.

#### **DÉCLARATION SUR L'INTÉGRATION DE L'ÉDUCATION PHYSIQUE EN EDUCATION DE LA PETITE ENFANCE DE LA PEDAGOGIE DU PROJET**

##### **RÉSUMÉ**

Analyse de l'inclusion de l'éducation physique en vue de maternelle de pédagogie de projet. Étude descriptive de caractère interprétatif, dans lequel les données ont été recueillies au moyen d'entretiens semi-structurés et interprétées par l'analyse de contenu. La pédagogie du projet contribue à l'intégration de l'éducation physique dans le contexte d'une enquête, car elle a contribué à rompre avec une action disciplinaire et, éventuellement, que ce domaine de connaissances en un dialogue avec les autres connaissances et pratiques qui constituent le cursus scolaire. Les limites, se tenait le peu de temps disponible pour l'objet d'une planification collective dans les écoles de l'enseignement primaire.

**MOTS CLES:** Éducation physique. Early Childhood Education. Pédagogie de projet.

#### **REPRESENTACIÓN DE LA INTEGRACIÓN DE LA EDUCACIÓN FÍSICA EN LA PRIMERA INFANCIA EDUCACIÓN DE PEDAGOGÍA DEL PROYECTO**

##### **RESUMEE**

Examina la inserción de la Educación Física en la Primeira Infancia, a través de la Pedagogía de Proyectos. Búsqueda descriptivo, carácter interpretativo, datos fueron recolectados a través de entrevistas semi-estructuradas e interpretada por el Análisis de Contenido. Pedagogía del proyectos contribuye a la inclusión de la Educación Física en los contextos investigado, por lo tanto, contribuyó a romper el carácter disciplinario que se ha, lo que permitió hablar con los otros conocimientos y competencias que componen el currículo de las escuelas. Límites, subrayó la limitada disponibilidad de tiempo para la planificación de los temas de la vida colectiva del escuelas.

**PALABRAS CLAVE:** Educación Física, Educación Infantil, Pedagogía del proyecto.

#### **REPRESENTAÇÕES SOBRE A INSERÇÃO DA EDUCAÇÃO FÍSICA NA EDUCAÇÃO INFANTIL A PARTIR DA PEDAGOGIA DE PROJETOS**

##### **RESUMO**

O Estudo analisa a inserção da Educação Física na Educação Infantil na perspectiva da Pedagogia de Projetos. Estudo descritivo, de carácter interpretativo, em que os dados foram coletados por meio de entrevistas semi-estruturadas e interpretados pela Análise do Conteúdo. A Pedagogia de Projetos contribui para a inserção da Educação Física nos contextos investigados, pois contribuiu para romper com a lógica disciplinar e possibilitou que essa área do conhecimento dialogasse com os outros fazeres e saberes que compõem o currículo das escolas. Quanto aos limites, sobressaiu a pouca disponibilidade de tempo dos sujeitos para o planejamento coletivo no cotidiano das escolas.

**PALAVRAS-CHAVE:** Educação Física, Educação Infantil, Pedagogia de Projetos.

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