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THE IMPORTANCE OF PHYSICAL EDUCATION FOR EARLY CHILDHOOD EDUCATION

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ABSTRACT

Physical education course is compulsory component of basic education, Which includes early childhood education, and elementary school high school. Thus plays an extremely significant role in early childhood education, because it is through play que the child explores his body, Interacts with other bodies and Develop Their cognitive growth and motor, reflecting on literacy and logical-mathematical reasoning are que the spatial orientation, temporal, directional and laterality are basic assumption for reading and writing. In this context, we aim with this work, bring some contributions on the Physical Education in Early Childhood Education, based on the importance of moving to human and the contributions que the experiences with the movement of culture can bring That child's lifetime and throughout the process of formation.

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INTRODUCTION

In accordance with Article 26, paragraph 3, of LDB 9.394 / 96 in Brazil, "Physical Education is a curricular component of basic education." In 2001, in an attempt to ensure the presence of physical education in all primary and secondary education, it was added the term "mandatory" in this text. Therefore, physical education is compulsory curricular component of basic education, which includes early childhood education, elementary school and high school. The preschool is therefore a place of discovery and expansion of individual, cultural, social and educational experiences, by adding the child in different environments of the family. A space and a time that are integrated into the development of the child, his world of life, their subjectivity, with the social and cultural contexts that surround it through the numerous experiences that she should have the opportunity and encouragement to experience this space of their formation.

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The idea of childhood as a special period of our lives is not a natural feeling or inherent to the human condition. From the sixteenth century, with the change in the mode of production in the seventeenth century, the child came to be understood as an important factor for the acquisition and maintenance of household goods, or, if not family possessions should be brought to job. In this sense, along came another feeling toward childhood: a moralizing. The modern child is seen like an imperfect, incomplete and needs to be moralized through education taken by adults (Kramer, 1995, p. 25). Physical education plays an extremely significant role in early childhood education, because it is through play that the child explores his body, interacts with other bodies and develop their cognitive growth and motor (DEZANI et al., 2014). Gallahue (2005, p. 30-31) emphasizes the importance of comprehensive development of the individual, including aspects motor, cognitive and affective-social, there is an interdependence between these aspects. Stresses also be between two and seven years, the acquisition phase of the fundamental movements (walking, running, jumping, throwing, receiving, kick, bounce), which will be the basis of all subsequent motor acquisition. Without effective learning of these movements, it

is difficult and inappropriate to learn a sport, a dance, gymnastics or fighting (composed arrangements of specialized movements). Proper motor experience is also reflected in literacy and logical-mathematical reasoning (Freire, 1997 p. 13), among others, so that the spatial orientation, temporal, directional and lateral constitute basic assumption for reading and writing (LEboulch, 1988, p 356; GALLAHUE, 2005). However, according to KISHIMOTO (2001, p.7-14), the fragmentation and compartmentalisation of aspects of child development are mirrored in the views of the professionals in the organization of the physical space, materials and teaching practices, so in the classroom It is the intellectual and psychological development, on the patio, physical and social. From this perspective, we aim with this work, bring some contributions on the Physical Education in Early Childhood Education, based on the importance of jogging human and contributions that experiments with the movement of culture can bring this child's life period and your entire training process. For this, it will initially scored some important aspects of the process of human development and early childhood education and, secondly, will be talking specifically about physical education through human jogging can contribute to the development of children in early childhood education, and the background of a critical conception of education.

MATERIALS AND METHODS

This work is characterized by a literature review on the subject matter and its main lines of critical thinking. Most of the material collected for this research was removed from the virtual databases Scielo, Google Scholar and Capes Journal Portal, using as main search terms Physical Education, Childhood Education, School and Law Guidelines and Base (LDB).

Process Human Formation and Early Childhood Education

Studies on human development, and therefore, the teaching and learning processes have undergone significant changes over the years, where theories have been developed to try to understand a little more about how this process is consolidated in the lives of individuals. Therefore, studies have been witnessed and theories that focus resulting from these human development from different aspects, such as affective maturation / motor, cognitive and social (Basei, 2008, p 2). These notions of development linked to certain aspects brought major contributions to what is known today in terms of human development as a process that takes place throughout the life cycle of the subject. With regard to this aspect, considering its relevance to better understand the needs that children have in this period of life, it addresses the development starting from some assumptions of Vygotsky's theory. The Vygotsky's theory deals with the psychological and physiological development processes in an integrated manner, which allows us to consider development as natural processes intertwined with the cultural, and therefore, does not find its basis in the individual only, but fundamentally social relations establishing within a culture in society historically situated and numerous spaces and institutions created in the same company (Basei, 2008, p. 2; ROCHA, 2010, p. 2). To the extent that happen interactions, the subject is transformed and also transforming society around them intentionally, making it built and builder of a culture where the contradictions between subject and object, subject and society can not be analyzed separately,

since they are interdependent (Basei, 2008, p. 3; WESCHT & SMOLKA, 1994). The school as an embedded social institution in historical and cultural context that influences and is influenced by this context interacting relations, is a place where happens an intentional pedagogical intervention that triggers processes of teaching and learning between subjects who are in interaction. Thus, the pedagogical function aims to provide auxiliary stimuli and external aid to children during children's education, supporting an acquisition that does not occur naturally (WESCHT & SMOLKA, 1994). Although it is believed the need to provide these auxiliary stimuli to development, as well as measure and intervene in the process, when it comes to early childhood education this aspect deserves to be emphasized, since it is part of the understanding that this level of education must be a socio space where it is essential to allow the child has access to elements of universal culture and nature, the exchange of experiences with other children and the teacher's mediation, so that in this way can build hypotheses for understanding and intervention in the world, enjoying, therefore, a process of developing and richer and meaningful learning (Basei, 2008, p 5). The years that include early childhood education are important for cognitive development and as records Rolim (2004), children at this stage are actively involved in improving their skills in a variety of ways.

According Gallahue and Donnelly (2008) during this period they develop cognitive functions that eventually result in logical thinking and formulation concepts. In this context, the teacher is the subject responsible for interfering with the student's learning process as a mediator between the student the objects / world, stimulating and advancing advances in child development from an interference in the zone of proximal development, or is, from the knowledge that the student has and tools at its disposal to carry out the activity, the teacher can help you reach the potential development zone, making it real, continuing the spiral aspect of the process (GAVA et al., 2010). According to Vygotsky (1994, p. 25) learning should be looked at under a forward-looking perspective, that is, should not be based on what the child has learned, but as she is learning and what you can learn. That ensures that, in fact, the intervention of the teacher in the constant evolution of the trajectory of the students.

Physical Education

Physical Education in Brazil, its implementation (1930) to the present day, first passed by the influences of the Brazilian political system, following the pattern of international politics, which held the role of forming the strong citizen with health and civic morality, integrated nation, and military power to excel as a form of nationalism. During this period, physical education was concerned with the health and hygiene of school, leading to its biological conception, causing the student awake to the meaning of health, by creating hygienic habits, socializing with water and outdoor exercises, serving in this way, the objectives of stakeholders in its implementation (Moreira et al., 2004, p. 10). As Betti (1991) states, in 1971, the LDB 5.692 / 71, Physical Education receives new regulations, according to which "Physical Education, Sports and Recreation" shall include as a school activity, all degrees of official schooling, being understood as an activity which by its means, processes and techniques should develop physical strength, moral, civic, social and psychic student.

From this period, the physical education shall be subject to further investigation, following new concepts that lead to discipline the field of motor domains, cognitive and affective, comprising the individual as a whole (Moreira et al., 2004, p 14). To Martins (2012), the current school physical education suffers influence of its historical process, since observed in many literatures, reports that many professionals have speeches and brilliant current theories, however, still exert exclusive pedagogical practices, insist conservative approaches and only detectors sporting talents.

Child development 4-5 years old

Significant changes in key areas of motor development, intellectual, emotional and affective occur during the period when the children are in kindergarten. As the child advances in terms of chronological age, they undergo a so-called development process, which can be defined as the acquisition or improvement of the functions performed by the individual. Motor development is given by a continuous process of change in the individual's level of functioning, acquiring, over time, a greater ability to control movements. The fundamental motor skills, stage of motor development, take place in preschool, which are the first stage forms and movement combinations enabling the child mastery of his body and his mobility in the environment. The engine development process is presented by Gallahue and Ozmun (2001) in an hourglass shape, as shown in Figure 1. The study aims motor development in early childhood education featuring below, the stage of development in preschool.

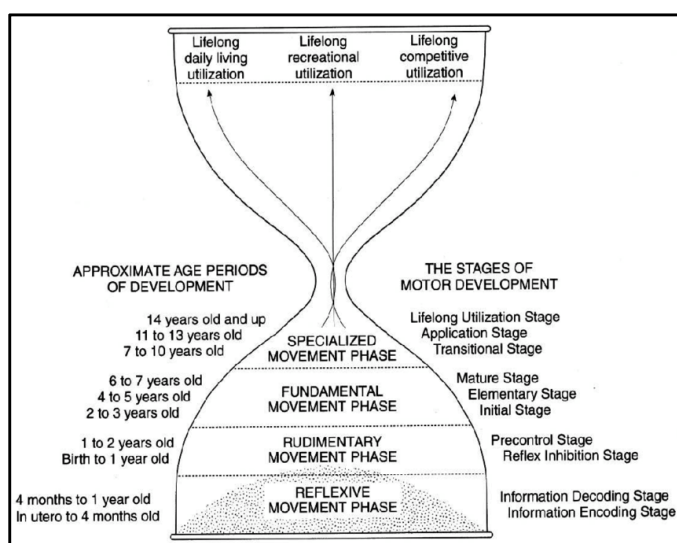


Figure 1. Motor development Phases Title of the figure
Source: Gallahue Ozmun and John Doe (2001)

- Reflective motor phase: reflexes are the earliest forms of human motion. They are involuntary movements, which form the basis for the development phases of the motor. From the activity of reflexes, the baby learns about the environment;
- Phase rudimentary movements: rudimentary movements are determined maturation medium and are characterized by a predictable appearance sequence. This sequence is resistant to changes in normal conditions. They involve stabilizing movements, how to get control of the head, neck and trunk muscles; manipulative tasks to reach, grab and drop, and locomotor movements creep, crawl and walk;

- Phase fundamental movements: the fundamental motor skills of early childhood are consequences of the phase of rudimentary movements of the neonatal period. This phase of motor development is a period in which young children are actively involved in the exploration and testing of motor abilities of their bodies;
- The specialized movement phase: this is a period in which the stabilizing, locomotor and fundamental manipulative skills are progressively refined, combined and developed for use in increasingly demanding situations.
- Studies motor development according to Tani et al. (1988, p. 5), tends to be regarded as being only studies of children, because the engine development is an ongoing and lengthy process, and the most significant changes occur in the first years of life.

The motor experiences are present in the day-to-day life of children and represent any body taken at home, at school and at play. Motor experiences before experienced by children and their daily activities were enough to make you acquire motor skills and form a basis for learning more complex skills. Motor development was enhanced and exploited the willingness of large open spaces to play, such as: square, street and yard (Neto et al, 2004, p 135-140.).

Physical Education in Early Childhood Education: Each child has many ways of thinking, to play, to play, to talk, to listen and to move. Through these different languages is that they express themselves in their daily lives, in their family and social life, building their culture and children's identity. The child expresses with his body, through movement. The body enables the child to learn and explore the world, establishing relationships with others and with the environment (Basei, 2008; GAVA et al., 2010). Gallardo (2005) reports that the school as a place facing the education, should provide the physical education classes a knowledge to the body practices and learn about this do, namely, to overcome the practice by practice and become aware that there is no neutral practice because it is implicit or explicit philosophies, world views, values and interests.

Physical education, according Rolim (2004): "To come in kindergarten, was to equip the function psychomotor aspect of children through activities involving the motor area, which is supposed to enable greater success in literacy, supporting the nature of learning" cognitive ". This perspective of Physical Education was linked to the principles of early childhood education compensatory nature. " On the teaching practice of physical education in kindergarten, Kunz (2001) reports that the importance of developing movements is the objectification of providing the child a better understanding of yourself and the world around them. In Early Childhood Education, Physical Education plays a role of high importance, as the child of this phase is in full development of motor, cognitive, emotional and social functions, moving from individualism phase for the group experiences. The Physical Education class is suitable space for learning through play, developing the cognitive, affective, social, motor and emotional together (MAGALHÃES, KOBAL, GODOY, 2007).

Conclusion

Finally, it is clear that when we speak of physical education in kindergarten, we are in discussions court, debate and

reflection, which is also marked by the scarcity of theoretical production and research that contribute to the legitimacy of the class and the teacher Physical education at this level of basic education, through consistent educational proposals, guided by a critical perspective of education. One example is the fact that we observe, and often, the lack of physical education teachers to work in early childhood education in many schools, dismissing all the learning potential that can be developed in children by understanding their movement culture and reducing the movement of shares to make a simple, devoid of senses, meanings and intentions. Understanding the child's main characteristic is the intensity of movements, we understand how extremely important to address the specifics of how the field of physical education from kindergarten. Thus, we can see the need for a didactic-methodological design to be developed in early childhood education that respects the child in its development, and to work the cognitive, social, affective and seamlessly motor aspects, seeking to develop the critical gaze of the child to the social relations of society in which it operates, based on the understanding of their world lived.

The reflection on the causes given to the situation of physical education in kindergarten reveals its importance as a discipline in the school context and child training. Moreover, it is necessary to analyze from kindergarten child characteristics and diagnose learning which must be addressed in the school context, in particular as regards the development of Physical Education. What if you want to emphasize is that children understand this period, ie, zero-old to six years, need access to physical activity through play, but with a purpose, and physical education in this period can not be limited just a joke. So the generalist teacher, that is, the teacher who works in the classroom, can not perform the function without having adequate training in the area, and the physical education teacher must fight for that workspace and develop actions to justify importance of its work in early childhood education. Although this matter will currently being discussed and physical education is a mandatory component of basic education, they are currently presented few solutions to work effectively in kindergarten, and this fact directly affects the student, once he loses the opportunity to have better development.

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