

# The importance of the teacher of physical education in the childish development

*A importância do professor de educação física no desenvolvimento infantil*

*La importancia del profesor de educación física en el desarrollo infantil*

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## Abstract

With the intent to show the importance to accompany the development psychomotor of the boy from the first stages of life, the present article looks for to emphasize the big relevance is the participation of the teacher of Physical Education in the Childish Education. In this sense the text finds divided in three stages: the introduce on, which aimed our general and specific aims in relation to the study realized, like this as the authors that evidence the value of this professional in the side dish of boys of 0-5 years of age; the development will highlight the main points of the process of education and learning of the physical education, with the side dish of professional properly enabled in consonance with the polyvalent teacher and also, show the municipalities that already regulated laws that force the presence of such professional and, at last, the final considerations, where we report the failures of the Universities in giving the owed relevance for this area inside the graduation in Pedagogy.

**Descriptors:** Faculty; Physical Education and Training; Child Rearing; Psychomotor Performance.

## Resumo

Com a intenção de mostrar a importância de acompanhar o desenvolvimento psicomotor da criança desde os primeiros estágios da vida, este artigo busca enfatizar a grande importância da participação do professor de educação física na educação infantil. Nesse sentido, o texto é dividido em três etapas: a introdução, que apontou nossos objetivos gerais e específicos em relação ao estudo realizado, bem como os autores que mostram o valor deste profissional no acompanhamento de crianças de 0 a 5 anos de idade. O desenvolvimento irá destacar os principais pontos do processo de educação e aprendizagem da educação física, acompanhado de profissionais devidamente qualificados em linha com o professor polivalente e também mostrar os municípios que já regulamentaram as leis que exigem a presença desses profissionais e, finalmente, as considerações finais, onde relatamos as falhas das universidades para dar a devida relevância para esta área dentro da licenciatura em Pedagogia.

**Descritores:** Docentes; Educação Física e Treinamento; Educação Infantil; Desempenho Psicomotor.

## Resumen

Con la intención de mostrar la importancia de acompañar el desarrollo psicomotor del niño desde las primeras etapas de la vida, el presente artículo busca enfatizar la gran relevancia que tiene la participación del docente de educación física en la educación Infantil. En este sentido el texto se divide en tres etapas: la introducción, que apuntó nuestros objetivos generales y específicos en relación con el estudio realizado, así como los autores que evidencian el valor de este profesional en el acompañamiento de chicos de 0- 5 años de edad; El desarrollo destacará los principales puntos del proceso de educación y aprendizaje de la educación física, con el acompañamiento de profesionales debidamente habilitados en consonancia con el docente polivalente y además, se mostrarán los municipios que ya regularon leyes que obligan a la presencia de dichos profesionales y, por último, las consideraciones finales, donde informamos los fallos de las universidades al dar la relevancia debida para esta área dentro del grado en Pedagogía.

**Descritores:** Docentes; Educación y Entrenamiento Físico ; Crianza del Niño; Desempeño Psicomotor.

## INTRODUCTION

The Childish Education is a field that comes showing very important inside the scientific means, - seen that, at present there is countless investigations related to the subject since we happened to comprise that the boy is a human being that possesses peculiarities and singularities, is by means of this first stage that perceive and understand the like the individual establishes his relations, was this with the society or with the means around to her. It is also in this phase that the boy begins his motor perception, psychological and intellectual, and by this reason, is necessary that the work to be developed in room of classroom have to carry in consideration the ludic united to the pedagogical, but of form cautious, respecting-if the limits of each boy, because as it presents the LDBEN n° 9.394/96 in relation the integral training of the individual, “ the first stage of the Basic Education there be like goal the integral development of the boy until his five years of age, in his physical appearances, psychological, intellectual and social”<sup>1</sup>.

Of this form, when we spoke of integral training of the boy, are referring us from the first of the development of his body, as for example, the development engine of a baby, that to begin to walk, first he needs to have command of his head, after his upper members, going through the trunk, and finally his legs and feet, or are, his language body and motor establish from the moment that this being related and adapt

to the environment and, in this case, is precise to know interpret the evolutions of each stage and know when interfere when something is not corresponding during the process, because if something was not very labored in the start of this development, in the future, the boy will be able to suffer with injuries caused of that period in that the teacher did not attack.

We, while pedagogues do not possess specific training to attack us to this observe more thorough that the teacher of Physical Education possesses. The notions of the anatomy of our body are indispensable so that a good work was realized and, say of past, in the graduation in Pedagogy do not hear speak of this discipline, and neither study it.

And, is in detriment of this good job to be realized that, during the experience of the discipline of Stage Supervised in the schools of Childish Education of the city of Careful President and, respectively, situated in the neighborhoods Garden Cobral and Montalvão, could observe that during the classrooms of Education physical is the proper teacher/ pedagogue that also teaches the same, or are, executes random planks without planning of the profits, - without planning, because in them offered with situations in that the educator only placed the boys in the playground and said “today is Friday, go to spend energy, go to run, go to jump...”, and the boys were - , and, also of the losses that such

entertainment can cause.

In this sense, in these restlessness in relation to the fault of the professional of physical education for to minister these classrooms, is that of the same form as we planned the classrooms of Portuguese tongue, mathematical, science, etc. We have to also, prepare, to review, to guide the classrooms of physical education in the childish education by means of the presence of the teacher of physical education, which is the professional enabled and designated for such purpose.

Therefore, our aim with this work is to do with that all the wrapped with the area of the education can comprise that the teacher of physical education is important in all the levels of learning; present examples of states that already they adhered the laws that they regulate the teacher of education physical in all the levels of education.

And for to base this article, will use some examples of states that already regulated laws that defend the importance of the teacher of physical education in the Childish Education, like this as some authors, such as Freire et al.<sup>2</sup>, Almeida<sup>3</sup> and Betti<sup>4</sup>, between others that defend this importance.

## DEVELOPMENT

Being the Physical Education an area whose knowledge is necessary so that it can build citizens more completes, more integrated and conscious of his paper in the society, she is inserted like a component curricular compulsory to be frequented by the independent students of his race, color, ethnic group and social kind, therefore, when we spoke all, are included boys of 0-5 years of age also, as it foresees the LDBEN 9.394/96.

In addition to this, Gallahue and Ozmun<sup>5</sup> emphasizes that it is of extreme relevance for the integral development of the individual, that comprise the appearances engine, cognitive, affective-social and sensor, because a does not exist if the another.<sup>5</sup> On the other hand, are, around the two and seven years, have the phase of acquisition of the fundamental movements for the development of the individual, is to say, walk, run, to jump, to throw, receiver and kick. These movements are the base so that all acquisition motor back also establish, afterwards, without the learning effective of these movements, still in accordance with the author, would be difficult and improper learn a sport, one dances, or any another modality composed by movements specialized. In this case, as Freire et al.<sup>2</sup> our memory of experience motor finishes reflecting in the literacy and in the reasoning logical-mathematical, that according Le Boulch<sup>6</sup> engages our spatial orientation, temporal, directional and of laterality, which are indispensable for the realization of the writing and reading.<sup>6</sup>

Based on the above, during the Internship Supervised in the childish rearing it was perceived that there is the discipline of physical education and that she became of form very trivialized, precisely, by not having a training of quality for the teachers that exert it. We did not refer us to the graduates in physical education, but, yes, to the graduates in pedagogy, the called polyvalent teachers and, which minister the classrooms of Physical Education in the childish education and by not having a felicitous knowledge finish to develop this discipline without previous planning, neglecting some important appearances for the development engine of the student.

Of this form, according Kobal et al.<sup>7</sup> "Does necessary that the professionals study, look for know what, why, and so that the contents be developed in the classrooms", in reason, still in accordance with the author, "each boy has only and different characteristics of the others" and, by this reason, is fundamental the professor have conscience of all the process education and learning so that the development occur of form effective.

In addition to this, will be during the classrooms of

physical Education that the learning and the cognitive development, social-affective, engine and emotional will concretize by means of the jokes and of the experiences in-group.

Like this like Piaget<sup>8</sup>, Vygotsky<sup>9</sup> and Wallon<sup>10</sup> and so many others authors that approach the question of the movement during the development of the boy from his birth, have, also, the RCNEI – Referential Curricular National of the Childish Education<sup>11</sup> that presents us that the movement in the Childish Education is of big cost for the boys. However, he also notifies that the movement is as soon as interpreted, devalued inside the schools of childish education, - is not the sordid that listen sentences of the type "today is sixth, go to run, spend energy", or still, "now is mine rest"- because a lot of polyvalent teachers neglect and interpret as soon as some attitudes, as for example, the raise of the postman, the walk by the room of classroom, the seat in the soil and. Seen that, the engine of the boy goes a lot when displacing in the space<sup>9</sup>.

Of the decision with the RCNEI<sup>11</sup> in relation to the movement, says, "You constitute in a language that allows to the boys act on the ambient human, mobilizing the people by means of his proportion expressive". On the other hand, are, has to carry in consideration the multiple functions and demonstrations of the act engine, to of propitiate a wide development of specific appearances of the childish motricity, of the extension of the corporal culture and the reflection on the postures corporals.

Although we perceive that all these appearances are worked by the polyvalent teachers, during the internship that execute, also perceived that when you treat of the classroom of the physical education, these same teachers see the discipline like a moment random when the children can play whatever they want, there is not an activity proposed with aims, and by this reason, the value that the discipline has in other modality of education, no sound applied in the childish education, precisely, to treat of a schedule wander so that so much professor, how many students can "rest" of the activities stressors of the day.

In contrast of the concept trivialized on the physical education in the childish education, when reflecting on the aim of the physical education in the school, argue that, this needs to contribute with the plurality cultural and allow that the students enjoy of the diversities of his country and world, like this as, are able to solve problems of corporal order, in different situations and, that still, achieve to perceive and know the different standards of health, beauty and corporal aesthetics<sup>12</sup>.

For so much, belongs to the education of Physical Education, as the RCNEI<sup>11</sup>, develop the expressiveness, the balance, and the coordination. If these three elements are not very well interpreted and very well planned, hardly will have developed able citizens of participative in the society in that lives of way effective. Therefore, the expressiveness give in all the moments of the daily, was with gestures, was in the postures in the rhythms, is by means of her that the boy communicate, that says is well or no; if it is happy or sad; and know interpret all this expressiveness will do with that these students grow creative and is, therefore, that the jokes of wheels, does it of account, the dance, cannot be seen like something platitudinous, that is able to be done all the days; but has to be seen like something that is realized all the days, but of different ways; as something that can be explored.

In relation to the balance and the coordination, have to be attentive and reflect on the like our body comport in front of the space that us encircles, because like this will be able to comprise the ludic expressive during the demonstrations of the motricity childish. By this, is important to know and organize properly the ambient of exploitation, thus, will be in this means that will occur countless findings, and, therefore, the contents of movement have to be inserted in the routine of

the schools of childish education with the aid the teacher of physical education, properly enabled, that the quality of education was maintained, like this as so that it occur the extension of the field of work and appreciation of these professional.

Although, the LDBEN aims like component curricular compulsory, the same law evaluates the need to have a teacher enabled for minister the physical education in the basic education. On the other hand, in 2013 transacted in the of process education Complementary Law Project 116/2013 that points out the compulsory graduation for the teacher who wishes tutelage in the discipline of physical education<sup>13</sup>; to the period the deputy Lelo Coimbra (Camera of the deputies, 2013) defended the idea that “the classrooms of Physical Education given by professors no enabled can be prejudicial to the boys”. The text still presents the following editorial,

In the boys, the organization of the nervous system central still is not concluded, what only conclude around the six years. This appearance shows the importance of the side dish and of the development of the corporal expression by graduates in Physical Education, argued Lelo Coimbra<sup>13</sup>.

Although the text still was in processing in Senate, some municipalities regulated laws in favor of the professional of physical education, prioritizing the quality of the education of our boys<sup>14</sup>. It is not the case of our municipality, Careful President, which still has polyvalent professors for to present the discipline in question. On the other hand, as it affirms Cavalaro and Muller<sup>15</sup>, in the city of Florianópolis “from of 1982 find teachers of physical education tutored in creches and Cores of Childish Education that attend boys, generally in the franja of four to six years of age [...]”, in addition to this, the author still affirms that in the city of Campinas the classrooms of physical education become with the professional graduate of the area and in both cities the performance of this professional only did to improve the quality of the education and learning of the boys.

## FINAL CONSIDERATIONS

With look to all the discussion realized about the importance of the professor of physical education in the childish education, mainly by the fact that it is in the first childhood that need more of attention for to the develop engine, sensory, psychological and social, concluded that, of entrance, the failure so that the polyvalent professors can to support of felicitous way in the classrooms that receive the name of Physical Education, finds the course of pedagogy by does not has a felicitous training in this area and, therefore, in detriment of this factor is of extreme importance that there is the presence of this professional in the childish education, in second, is urgent that we have laws that support and make viable the teacher of education physical in national field so that he can to tutor together with the polyvalent professors, to that, the work to be realized with the boys can be of better quality.

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## CONFLICTS OF INTERESTS

The authors declare no conflicts of interests.

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