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 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 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 Iguacu-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 Iguacu-Pr, being five girls and 5 chosen boys randomly of two Centers of Infantile Education, Olimpia Pizzolo and Jacira Bonggioto 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 Olimpia 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 in 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 Olimpia 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

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 Iguacu/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 at 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
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RESUMEN

El objetivo de este estudio fue analizar en 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 Iguacu/Pr, relacionando estes, com os programas ofertados 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 madurez 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 clasificados 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 se 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 la 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 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 madurez 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-CHAVES: Educación física, infancia básica, capacidades del motor.