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## Pedagogical and Interdisciplinary Experiences for Babies: the participation of the Physical Education teacher

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### Abstract

This research intet to indentify how a space to incentivate the movement can be constituted and used to contribute to the integral development of babies in daycare center environment. Moreover it has intended to observe the relevance of the Physical Education teacher in Early Childhood Education.

### Key words:

Physical Edcation, Early Childhood Education, Daycare Centers.

### Introduction

Considering that interdisciplinary pedagogical actions in Early Childhood Education are essential for the development of the child to occur in an integral way (DE MARCO, 2012; SOARES, 2015), the present study has the following objectives: 1) to plan and implement a program of pedagogical and interdisciplinary experiences for babies an environment that incentives the movement of the babies; 2) to observe the relevance of the Physical Education teacher in Early Childhood Education.

The study is characterized by descriptive qualitative analysis and action research. Data collection and analysis have been done through field diary, image (video / photo) recording, and through an Instrument of Evaluation of the Gross Motor Development (ADMG).

Thus, during 2016, a pedagogical plan was developed by GEEFIDI (Grupo de Estudos de Educação Física no Desenvolvimento Infantil) and applied in partnership with 21 teachers of a daycare center at the State University of Campinas (UNICAMP), with capacity to serve up to 87 babies from 06 to 18 months of age.

The experiences were built through dialogues between the team of researchers (undergraduates in Physical Education and GEEFIDI's members) and the teachers (pedagogues), inside and outside the weekly pedagogical meetings.

Image 1. GEEFIDI Logo and Cri Cri Room Logo.



The experiences has taken place within a space called "Cri Cri Room - Space for the Child to Create" (that in Portuguese is "Sala Cri Cri – Espaço para a Criança Criar), which consists of an environment for the practice of playful and safe experiences, contributing with the integral development of the children, respecting the characteristics of the stages of development.

### Results and Discussion

This environment offers the opportunity for greater exploration of bodily possibilities and expansion of the motor repertoire of the babies.

As a result, it has been possible to observe that spaces and materials should be thought of, made and organized in a way that would catch the attention of babies, without neglecting safety aspects, providing a warm, welcoming and challenging environment for them.

It has been also observed that the presence of the Physical Education teacher in a daycare center, at first, may cause strangeness, but after dialogues and interdisciplinary actions between Pedagogy and Physical Education, it was possible to expand the theoretical repertoire of the daycare teachers and their practices with regard to the experiences related to the movement of the babies, giving to the teachers self-confidence and autonomy in relation to this theme, enabling greater contributions and experiences, overcoming some gaps between pedagogical research and practice, moreover identifying and meeting the babies' demands and fostering a facilitating environment where babies can explore the world through experiences that allow them to develop their own relationship with the culture of the movement.

### Conclusions

The interdisciplinarity between Physical Education and Pedagogy, as well as the presence of a Physical Education teacher, has proved to be a challenge for the promotion of motor projects for babies, considering also the importance of the use of a specific space, that in the case of this study is the "Cri Cri Room - Space for the Child Create", contributing to the integral development of the babies.

Thus, it is possible to conclude that the physical education teacher has presented the role of guidance, not only in the task intercession, but also in the choice of materials and local, assisting the teachers and babies in their constructions.

New studies are indispensable to broaden the results of research and consolidation of interdisciplinary proposals between these areas of knowledge.

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