

Body, Movement, And Learning: A Look at Playful-Motor Practices In Early Childhood Education Settings

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ABSTRACT

The limited attention given by formal education systems to the physical and motor development of preschool children is a problem of growing pedagogical importance. The moving body is not only a biological dimension of child development; it is also a language, an instrument of knowledge, and a space for identity construction. This article aimed to analyze, from a hermeneutic documentary perspective, the role of play-based motor activities in early childhood learning processes, exploring the theoretical foundations that support their integration into early childhood education settings. The methodology employed was documentary research with a hermeneutic-interpretive approach, through which works by renowned authors in psychomotor skills, body pedagogy, child development, and play-based education were reviewed and analyzed. The results demonstrate that motor play constitutes a primary pedagogical mediator, capable of integrating cognitive, emotional, and social dimensions of development. Furthermore, it was identified that play-based motor activities foster the construction of corporeality as an educational category, emotional regulation, and the appropriation of space and time as foundational notions of logical thought. It is concluded that early childhood education requires a redefinition of the body as a pedagogical subject, and that motor activities with educational intent are highly relevant tools for holistic development in early childhood.

Keywords: early childhood education, psychomotor skills, play-based motor activities, child development, body awareness.

Biographical Sketch: Bachelor's degree in Early Childhood Education. Specialist in Early Childhood Education. Currently completing a Master's degree in Early Childhood Education. I began working at the José Antonio Páez National Educational Unit in 2008. I currently work at the same institution, now the José Antonio Pérez Elementary School.