156 - AFRICAN TWO COMMUNITIES, ONE RURAL AND ONE URBAN CITY OF MACAPÁ – AP.

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INTRODUCTION

It is through movement that the child meets the necessary relationships for its development. So a child who has very low levels of motor development may be experiencing developmental difficulties that may accompany her for the rest of adult life (NETO, 1996). This indicator shows how the motor development can be as important as the other dimensions of human development (cognitive, social, biological) for the monitoring of child development.

Whereas that motor development as a process of continuous changes in motor behavior of an individual from birth to death, is the result of interaction between hereditary and environmental factors. And these changes occur initially by reflex movements that become increasingly organized and coordinated movements as highly complex (TANI et. al., 1988; GALLAHUE and OZMUN, 2005). And what does this ongoing process of learning to move with control and efficiency, occurs in response to the challenges often faced in a changing world. Thus, recent studies on infant motor development has been based on these perspectives.

As for differences by gender, has been emphasized that education for girls and tradition, are still not motivated to practice sports. Motor skill is still regarded as something of a man. This concept has already discussed in some studies (Pereira, 2004; Myotini and TEIXEIRA, 2001) can influence the motor experiences of these children. The girls are usually in charge of the performance of household chores and care for younger siblings, access to leisure facilities is restricted to the courtyard of the house. While the boys attend the streets, parks, public squares and fields, vacant land (GAYA, 1997, Torres et al, 1997). And when the girls attend these places, they presented a natural preference for playing with little variety of toys, while boys preferred to play in various toys (NICOLETTI and MANDEL, 2007). Another interesting aspect that cannot be overlooked is that the girl usually has a preference for less strenuous physical activity, with little movement (volleyball, dance) and more control and refined movements (BADER and KREBS, 2002; Noble and KREBS, 2007.

Already in children from different socioeconomic levels, analyzed surveys (MIRANDA SILVA, 2002; COSSIO BOLAÑOS, 2004) have shown important to emphasize that the socioeconomic position alone does not determine the infant motor development. But what seems to make a difference are the different environments, which can be provided by economic conditions, especially the family. The child which the family can practice to favor specific tasks, therefore have a positive effect on their motor development.

Regarding the black population in Brazil has historically been left margin of government actions in education, health and leisure. That certainly can lead to serious consequence to the development of children of African descent. Even within the school that in recent years has been discussing the issue of inclusion of groups previously marginalized. Blacks were and are affected in ways both social relations, as in education (Rosemberg, 1998).

Thus, before the claims of the authors mentioned, the aim of this study was to study the level of performance in motor skills of children descendants of two communities, one rural and one urban.

METHODOLOGICAL PROCEDURES

It is characterized as a descriptive character. The sample consisted of 157 children aged 7 to 10 years and 97 being of the rural community of Curiaú and 60 of the urban community of Pond. In this work, for the comparison of the performance in motor skills of the sample groups was used the Test of Gross Motor Development - TGMD 2 - Second Edition (Ulrich, 2000). For the analysis and interpretation of data was used quantitative analysis, using descriptive statistics (mean, standard deviation, median, quartiles, minimum and maximum). With analysis of variance ANOVA with significance level of 0.05.

RESULTS AND DISCUSSION

Performance in motor skills of children in the study will initially be made through the median, 1st quartile and 3rd quartile by location and by gender.

The first result (Table 1) are the values the skills of locomotion, it is related to organizational capacity of the body, the need for biomechanical change and lower and upper limbs, the shift of gravity from one point to another, such as running, galloping, hopping and jumping. (Ulrich, 2000).

	Urban Community					Rural Community				
GENDER	*N*	*1 Quart*	*Md*	*3 Quart*	*Descriptive Classificat*	*N*	*1 Quart*	*Md*	*3 Quart*	*Descriptive Classificat*
Male	28	7,0	7,0	9,0	Below Average	55	6,0	8,0	10,5	Average
Female	32	4,0	7,0	7,0	Below Average	42	6,0	8,0	9,0	Average
Total	60	6,0	7,0	8,0	Below Average	97	6,0	8,0	10,0	Average

Table 1: Median e interquartile range of the standard scores of locomotion skills according to the location.

When analyzing the results in Table 1, can be observed that both boys and girls from rural areas had a better result (8.0) reaching the average performance rating. This result showed that significant difference in comparison with the outcome of the children in the Urban Zone.

Thus the results are consistent with those found by Marramarco (2007) in their study using TGMD-2 with children 5 to 10 years from schools in the Rural Area and Urban Farroupinha, RS, noting betters locomotor scores in both males and females in the Rural Zone. Pointing to the lifestyle adopted by these children and the prevalence of large residential and recreation free

areas, apparently made a positive performance in motor skills.

Just as the study of Marramarco (2007), the research communities in this study are difference in the structure housing. The community's Rural Protection Area has a range of options with respect to their locomotion skills, therefore, rarely engage in a single motion, because if it does become more difficult will meet their basic daily needs. In the community of the Rural Protection Area, an area of environmental protection, the experiences of the motor are everyday, which sometimes remarkably natural settings. The descendants of African slaves move about the community, seeking to achieve their daily goals in a free and spontaneous. Children play running, jumping, grabbing. These customs have been lost in modern urban society. In Laguinho, the context of locomotor development is different. Children live in an urban environment, they live in the streets with traffic of cars and motorcycles, homes with little space and few open spaces to play. This type of context observed in the neighborhood has been called to attention in research and to contribute negatively to the development of children (MALHO and NETO, 2004, Barros et al., 2003., Carvalho and Almeida, 2006, Souza and POL, 2008).

Furthermore, we should not ignore that, although advances in relation to gender discrimination, girls, by education and tradition, are still not motivated to practice driving. Thus, it seems, in general, the girls practice motor activities within the possibilities of time left (after carrying out activities under their responsibility) and also under constraints of physical space and materials. This may explain the results of the girls in the two localities, in spite of having achieved the same median of boys were lower scores in the distribution between the 1st and 3rd quartile.

Here we can draw attention to another important fact to be observed, the relationship skills of movement on health. Once the proper development of locomotor skills gives the child a healthy lifestyle, getting significant gains in cardiorespiratory fitness (GLANER, 2002; VERARDI, 2007). An underdeveloped in this skill may be associated with sedentary lifestyle and hypokinetic diseases, as highlighted by Guedes (2007) and Vasconcelos and Carvalhal - Raposo, (2007).

	Urban Community					*Rural* Community				
GEDER	**N**	**1 Quart**	**Md**	**3 Quart**	***Descriptive Classificat***	**N**	**1 Quart**	**Md**	**3 Quart**	***Descriptive Classificat***
Male	28	7,0	8,0	9,0	Below Average	55	4,0	6,0	7,0	Below Average
Female	32	3,75	5,5	6,0	Poor	42	5,0	6,0	7,0	Below Average
Total	60	5,0	6,0	8,0	Below Average	97	4,0	6,0	7,0	Below Average

Table 2: Median e interquartile range of the standard skills scores of control objects according to location.

When analyzing the results in Table 2, observed in the urban area with the higher scores and lower middle (8.0 = male / female = 5.0) and that only girls of Urban area were rated as poor. The girls of the Rural areas despite having the same classification of boys in the same location, obtained interquartile range less than their peers in town. This result showed no significant difference in comparison with the outcome of the children in the urban area.

These results are in agreement the results reported by Valentini (2002), which showed that levels of management skills of children are objects have little advantage over girls. These skills require more time and attention to get things done with quality, since the child must coordinate the actions of the body, but they also have well-developed perceptions necessary motor control and coordination of the external object (MAGILL, 2000). This small advantage of boys may be linked to more leisure time in males than in females (NOBLE and KREBS, 2007), which shortens the practice of manipulating objects of the girls.

Table 3 presents the coefficients gross motor, it is related to organizational capacity of the body plus the skills of movement and control objects.

	Urban Community					Rural Community				
GENDER	**N**	**1 Quart**	**Md**	**3 Quar**	***Descriptive Classificat***	**N**	**1 Quart**	**Md**	**3 Quart**	***Descriptive Classificat***
Male	28	85,0	85,0	94,0	Below Average	55	70,0	82,0	94,0	Below Average
Female	32	70,0	73,0	78,0	Poor	42	73,0	82,0	85,0	Below Average
Total	60	73,0	79,0	85,0	Poor	97	70,0	82,0	88,0	Below Average

Table 3: Median e interquartile range of scores coefficient standard motor development according to the location.

In analyzing the results in Table 3, can be observed that both boys and girls from rural areas had a better average (82.0) and achieved the rank of Below Average. The best result in the coefficient engine of children from rural areas, although the difference is not significant, is probably linked to the contributions of the environmental context of the locality where they live. As the child builds their experiences and give direction to its development, produced by the relationship of the stimuli, deprivation and the motor possibilities (GALLAHUE and OZMUN, 2005). The child faces the challenge of contextualizing the movements for the purposes that puts her in the real situation. The development context varies according to her relationship with the environments and environments with it, directly or indirectly (KREBS, 2007).

Studies that show the difference in performance in motor skills of people in different contexts indicate to the various settings that the elements of these populations in the body segments operating within their context and then select the configuration of resources most appropriate to their needs. This vision of motor development assumes that this process is dependent on the person, context and time to obtain the result of motor action and be used to improve your level of proficiency, featuring an ecological system. When this system is changed, invariably, the acquisition of motor skills is difficult and development of the individual is impaired. Given the occurrence of developmental delays in various populations, can be suggested that these delays were due to changes in that system. Thus, physical activity-oriented role would be to minimize this difficulty or limitation of the system components (KREBS, 2007).

In the study of Marramarco, (2007), using the TGMD-2, noted that the rural children performed better than the urban area, but with no significant differences. Already in its analysis by gender found better performance in boys from the two areas. It is noteworthy that even with the best result the group has no acceptable result. Later this respect Berzeli, Haeffner and Valentini (2007) analyzing obese children in the central region (middle class), peripheral region (middle) and peripheral region (poor grade) from Santa Maria/RS, concluded that children in the peripheral region had better results, which suggests the importance of context.

CONCLUSION

The results enable us to conclude that the afro-descendant children are below the performance of motor skills, regardless of where they live, cannot be enjoying appropriate motor experiences. This assessment can help to understand the need to create opportunities for the development of motor skills.

Thus, the study reveals important information related to children's development of maroon communities, the scarcity of research with this population. This study shows the difficulties of development of these children who are not assisted in their needs such difficulties may lead to the rest of their lives. What no doubt reflects negatively in adulthood of children and consequently in the whole society. We hope that this evidence may help the implementation of policy actions and/or private programs for motor stimulation will affect the lifestyle of these children.

KEY WORDS: Motor Skills, Children, Urban Zone and Rural Zone.

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PERFORMANCE OF MOTOR SKILLS IN CHILDREN DESCENDANTS OF SLAVES AFRICAN TWO COMMUNITIES, ONE RURAL AND ONE URBAN CITY OF MACAPÁ – AP.

ABSTRACT

The aim of this study was to verify and analyze the performance of motor skills in children descendants of two communities, one rural and one urban in the city of Macapá, Ap. The instrument used to collect data was TGMD-2 test (Test of Gross Motor Development, 2nd edition), proposed by Ulrich (2000), whose objective is to identify an index of gross motor skill of locomotor and object control. After analyzing the data obtained, it was observed that children of the urban community were classified as poor in the skills of locomotion and the children of the rural community as Below Average. The control skills of objects children two communities were classified Below Average. When classified by Gross Motor Quotient thick community children reached the Urban Poor and classification of rural community classified as below average. It concluded that the two groups of children have difficulties to be overcome in the development of motor skills.

KEY WORDS: Motor Skills, Children, Urban Zone and Rural Zone.

PERFORMANCES DU MOTEUR DES COMPÉTENCES DANS LES DESCENDANTS DES ENFANTS ESCLAVES AFRICAINS DEUX COMMUNAUTÉS, L'UN RURAL ET UN URBAIN VILLE DE MACAPÁ - AP.

L'objectif de cette étude était de vérifier et d'analyser la performance des habiletés motrices des enfants de descendants de deux communautés, l'un rural et un urbain dans Macapá - AP. L'instrument utilisé pour recueillir des données a été TGMD-2 (Test of Gross Motor Development, 2e édition), proposé par Ulrich (2000), dont l'objectif est de déterminer un indice de capacité brute de compétences à moteur dans la locomotion et le contrôle de l'objet. Après avoir analysé les données obtenues, il a été observé que les enfants de la zone urbaine étaient considérés comme pauvres dans les compétences de la locomotion et les enfants de la zone rurale sous la moyenne. Les compétences de gestion d'objets enfants de deux communautés ont été classées sous la moyenne. Lorsqu'elles sont classées par les enfants complète Quotient moteur de la zone urbaine atteint la classification de la zone de ruraux pauvres ont été classés comme sous la moyenne. Conclu que les deux groupes d'enfants ont des difficultés à surmonter dans le développement des habiletés motrices.

MOTS CLÉS: Motor Skills, descendants d'esclaves africains, zone urbaine et zone rurale.

RENDIMIENTO DE MOTOR DE CAPACIDAD EN LOS NIÑOS DESCENDIENTES DE ESCLAVOS AFRICANOS DOS COMUNIDADES, UNO RURAL Y UNO URBANO CIUDAD DE MACAPÁ - AP.

El objetivo de este estudio fue verificar y analizar el rendimiento de las habilidades motoras de los niños descendientes de las dos comunidades, una rural y uno urbano en Macapá - AP. El instrumento utilizado para recoger datos fue TGMD-2 (Test of Gross Motor Development, 2 ª edición), propuesto por Ulrich (2000), cuyo objetivo es identificar un índice de capacidad de las habilidades motrices en el aparato locomotor y control de objetos. Después de analizar los datos obtenidos, se observó que los niños de la zona urbana fueron clasificados como pobres en las habilidades de locomoción y los niños de la zona rural como debajo de la media. La capacidad de gestión de objetos de los niños de dos comunidades se clasifica debajo de la media. Cuando se clasifican por el motor de los niños completa Cociente de la zona urbana alcanzó la clasificación de la zona rural pobre se clasificaron por debajo del promedio. Llegó a la conclusión de que los dos grupos de niños que tienen dificultades para superar en el desarrollo de las habilidades motoras.

PALABRAS CLAVE: habilidades motoras, descendientes de esclavos africanos, y Área Urbana Zona Rural

DESEMPENHO EM HABILIDADES MOTORAS DE CRIANÇAS AFRODESCENDENTES DA ZONA RURAL E URBANA DO MUNICÍPIO DE MACAPÁ, AP.

RESUMO

O objetivo do presente estudo foi de verificar e analisar o nível de desempenho em habilidades motoras de crianças afrodescendentes de duas comunidades, sendo uma rural e outra urbana na cidade de Macapá - AP. O instrumento utilizado na coleta dos dados foi o TGMD-2 (Test of Gross Motor Development, 2ª edição), proposto por Ulrich (2000), cujo objetivo é identificar um índice de habilidade motora grossa nas habilidades locomotoras e de controle de objetos. Após a análise dos dados obtidos, foi observado que as crianças da Zona Urbana foram classificadas como Pobre nas habilidades de Locomoção e as crianças da Zona Rural como Abaixo da Média. Nas habilidades de controle de objetos as crianças duas comunidades foram classificadas Abaixo da Média. E quando classificadas pelo Quociente Motor Amplo as crianças da Zona Urbana alcançaram a classificação Pobre e da Zona Rural foram classificadas como abaixo da Média. Concluiu que os dois grupos de crianças têm dificuldades a serem superadas no desenvolvimento das habilidades motoras.

PALAVRAS-CHAVES: Habilidades Motoras, afrodescendentes, Zona Urbana e Zona Rural.

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