

51 - THE PSYCHOMOTOR THEORY AND PRACTICE IN CHILD EDUCATION

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Introduction

We see children increasingly agitated and compromised with various psychological and engines. In a globalized world, where everything moves all around us with a speed which are not always prepared.

There are many changes and just suffering the consequences. And that applies to children as well. What they experience in their day-to-day reflected in their school life and not always stand ready to work this way and not prepared to work with so many problems that they bring us reflected in their body image and motor development.

It is through this body that in Infant Education, which includes the age of four to six years of age, the child begins to experience a new stage learning new things that the teacher brings to increase their knowledge. And it's up to ensure that teacher training for much of this little citizen.

In dealing with this teacher, who is in the classroom, whether it is prepared or whether it is the least knowledge about what the Psychomotricity develops in children? In their pedagogical practices, it promotes activities that Enhance your student as a whole?

The development of intelligence and personality of the child needs the organization and structuring of the U.S. and the world, from a number of fundamental concepts, such notions discoveries from the experience (LAPIERRE & AUCOUTURIER, 1985, p. 7).

The Psychomotricity is the science that has as its object of study the man through his body in motion and against its internal and external world (SOCIETY OF BRAZILIAN psychomotricity, 2007). It involves all the actions taken by individuals who represent their needs and allow their relationship with others and integration psyche-drive (ALVES, 2007, p.15).

The Psychomotricity is a multidisciplinary approach of the human body and drive. Its object is the total human subject and its relations with the body, whether integrative, emotional, cognitive or symbolic, and proposed to develop expressive faculties of the subject, in which, in this context, is quite educational and therapeutic original, with goals and resources that stand out from other approaches (FONSECA, 2004, p.12).

In the classroom, the student seeking a space for your body, living every moment intensely. If there will be inhibited to immediately block psychomotor, leading to isolation, it moves to become "observer of the world" (ALVES, 2007, p.16).

Law and Guidelines for Basic Education Brazilian, No. 9394/96, Section II, Article 29 °, 30 ° and 31 ° (BRAZIL, 1996), Child's Education, the first stage of basic education, aims at the integral development the child until the age of six in respects their physical, psychological, intellectual and social, complementing the action of family and community, being offered in kindergartens, or equivalent entities for children up to three years of age, and pre - schools, for children four to six years of age. Child Rearing in the assessment will be done through monitoring and recording of their development, with the objective of promotion, even for access to basic education.

At school the Psychomotricity occupies a good place, especially in infant education. The spatial-temporal organization has become the main concern there frequently. The organization chart of the area, which is necessary for the acquisition of reading and writing, requires the prior organization of space in general, and initially body (LAPIERRE & AUCOUTURIER, 1985, p. 9).

The play must be one of the priorities of the organization's pedagogical work in Child Rearing. It is important to develop different forms of gambling and games, many because they contribute to learning and to expand the network of meanings constructed by children. Thus, nurseries and pre-schools are spaces conducive to the activities of children in games, especially those that promote the creation of imaginary situations, because in this way will be acting in the process of child development (RIO DE JANEIRO, 2005).

You could say that Child's Education should be a school of symbols, imagination and fantasy. Rarely are a child under seven years of age performing an activity that is not free to fantasize, that is, play with symbols (FREIRE & Scaglia, 2003, p.16).

Purpose

The aim of this study focuses on verifying the perception that professionals who work with Child's Education have regarding the need for pedagogical practice for the infant psychomotor development.

Methodology

This study is characterized as a qualitative research, the field of descriptive type. The research involved a sample of N = 21 (twenty-one) teachers of the Municipal Network for Education in Rio de Janeiro, who work with classes from Child Rearing, forming a group of volunteers, all teachers in the West City Rio de Janeiro.

It was used as an instrument of research, a questionnaire previously developed, evaluated by three master teachers, and validated by them, seeking to verify the perception that professionals who work with Child's Education have regarding the need for pedagogical practice to develop children's psychomotor.

To carry out the questionnaire each teacher was asked to respond in a more comprehensive and objective as possible. Describing the respect of their work and their actions.

The analysis of responses from the questionnaire was made of qualitative way, individual and subsequently compared to the other questionnaires. Thus, each response was being reviewed and verified to what was proposed in the objectives of this study.

The selection of subjects in qualitative research is purposeful, which in essence means that a sample is selected from those who can teach us the most. The researcher may be looking for individuals with certain levels of expertise or experience (THOMAS & NELSON, 2002, p. 324). This involves the selection of where to look, when observed, who observe and watch what (BURGESS, 1988 apud THOMAS & NELSON, 2002, p. 324).

Conclusion

From the teaching experience with children and adults, the theory is that establishes and develops. We are not subordinate to any school of thought and that is why we appeal to these concepts and ideas coincided explained at certain times

our own observations and thus be integrated in our ways of thinking, which does not prevent us from appealing to the concepts ethological, ontogenetics, phylogenetic or existential. It is not impossible to attempt a synthesis between these different outbreaks, but to use, under the circumstances, the concepts that we appear, to us educators, adapt to the situation better and are susceptible to make her move. Only if it passes well what is happening (LAPIERRE & AUCOUTURIER, p. 10, 1986).

To characterize the sample of this study were selected only those teachers who are working with the class of Child Education Network Education Hall of the West in Rio de Janeiro. The group was composed of assessed N = 21 (twenty-one), all female, most having completed the third grade in their training, taking only three concluintes of a high school and, among these, with Graduate Studies in Short Additional.

In the group there is a big difference in time of action with the class of Child Rearing, where two teachers have 1 year of action with this class, which is extremely opposed to the group given "other" in the table below, where there are three different teachers that have respectively 13, 21 and 25 years of existence. However, this discrepancy does not interfere with the sample, which has been observed that the difference in time is not there with the level of expertise and understanding of the subject proposed.

QUANTITY	TIME OF PRACTICE
2	1 year
4	2 a 3 years
5	4 a 5 years
7	6 a 10 years
3	Other

Table 1: Time to act with Child Rearing.

The group researched works only with pre-school - children from four to six years. Most works with the age of four, five years, but six worked both with the class of four, five years and with the five-, six years too. Those working in two shifts (morning and afternoon) when you have two plates in the City Hall of Rio or do extra-hour, called Dual Registry.

VOLUME	AGE
0	0 to 3 years
11	4, 5 years
4	5, 6 years
6	4 to 6 years

Table 2: Age group working.

Most of the group, total of fifteen, have no expertise or workshop in the area of Psychomotricity. Some, indeed, shows great ignorance even the term "Psychomotricity." Among the evaluated, six already had contact with the area. Among them, two have a way of expertise (Post-Graduate) - and another one in Psychomotricity in Psychopedagogy in discipline "Psychomotricity." Besides them, there are four more who have had contact evaluated through lectures, workshops, trainings, bibliographies of readings indicated.

VOLUME	EXPERTISE/PSYCHOMOTRICITY
2	Post-Graduate
4	workshops and other
15	did not have

Table 3: Specialization in the area of Psychomotricity.

This result directly interferes in their practices could be identified as other items in the questionnaire. The responses of the two specialists post-graduated, as well as making sense, have shown consistency and security in what is applied. There is a big difference in what is explained by them from the others in relation to their daily practice.

VOLUME	FREQUENCY AMOUNT OF ACTIVITY
11	every day
3	3x a week
2	1x a week
2	leaves for the class of Physical Education
3	does not have chosen

Table 4: Frequency that makes use of activities with objectives to develop the drive.

The table below, shows the result of one of the items of the questionnaire, where the majority answered that makes use of activities with objectives to develop the drive every day, but the following item, where it is assessed that the request identifies the activities and what the frequency of them she has a habit of doing in their daily practice, there is a great observation to be made, the majority does not use the most appropriate activities, according to some authors (FONSECA, 2004;. ALVES, 2007; FREIRE & Scaglia, 2006; LAPIERRE & AUCOUTURIER, 1985, 1986, and others), so often or sometimes not use, with emphasis on activities such as the copy of the name and design freedom. We find the lack of use of various materials and activities.

This result reflects on two other items, a request that is where they say what aspect psychomotor they give more emphasis in their pedagogical practices, another when asked to list the five foundations of Psychomotricity predominant in their practice.

VOLUME	APPEARANCE PSYCHOMOTOR
6	Cognitive
7	affective-social
4	Motor
6	The three aspects

Table 5: Appearance psychomotor that evaluated give more emphasis.

VOLUME	FUNDAMENTALS
17	tonicity
6	Space-Time Guidance
5	Balance
4	Global Motor Coordination
3	Coordination Motor Fine
2	Notion of Beauty
1	Laterality

Table 6: Fundamentals of Psychomotricity that was not marked on the questionnaire.

Table 5, the score is presented that shows the emotional and social aspect (Relational) being the most emphasis, followed by cognitive aspect and then the engine looks. As is described by the majority, we find that the relational aspect is easier than the others, to be described by evaluated, with some showing how to work the relationship, but do not describe the other aspects. There is also their assessment in relation to these issues. Some, (five assessed), some authors who have Embase its practice, as Piaget, Gallahue and Ozmun, Emilia Ferreiro and Alexandre de Mello, but most part of daily observation of the activities proposed by them, through activity of interaction, games, games, chats, graphics, organization of objects ...

Table 6 are listed Psychomotricity the foundations of which were not marked on the questionnaire as assessed by prevailing in their pedagogical practices.

The ground tone, as you can see, is less emphasized by what is described by the group. What this shows a little unfamiliar to some of the reasons in general. Almost all are evaluated using activities described by them, drama, rip and crease paper, using mass of shape

The second plea orientation was emphasized less space-time. Lapiere, Aucouturier, Ajuriaguerra (1985) use this foundation as a starting point for some searches, and they are one of the most important scholars in the field of Psychomotricity.

Followed by the focus and orientation of the space-time, the other fundamentals are, respectively, balance, motor coordination Global, fine motor coordination, Concept of Body and Laterality.

Something important thing to note is that the assessed marked with an "X" on the grounds that they use most in their practices. But those listed from one to five, gave more importance to the fine motor coordination. Working wonders if a child to develop the grounds that depends on the other as a basis for that to materialize in a gradual and progressive?

It is known that the child of four to six years is still forming and structuring as a subject, such as organizing your body is exposed by Gallahue and Ozmun (2005) compared to that ranking Bidimensional model the four stages of motor development of children and makes clear that we need to develop fundamental motor skills as a basis for developing children's motor, so from then on, achieve a more mature stage of such skills, which is around six years, working with the child to reach the stage the specialized motor skills.

About the practice psychomotor, Ajuriaguerra says that to some extent there is some inflation of publications, inflation that often goes hand in hand with a stagnation theoretical and practical. It is not enough that the practice is known psychomotor; it means to be recognized in their own identity (AUCOUTURIER; DARRAULT & EMPINET, p. 11, 1986).

In schools for teacher training in courses in colleges of education or physical education, students should be encouraged to consider recreational activities, criticize them, involving itself in such activities themselves. It is necessary to pay more attention to the toy, the play activity, the children's culture, as material for teacher's work, in schools or training (FREIRE, 1997, p.67).

It must be remembered that the Psychomotricity discipline is not included in the grade of high school curriculum for the training of teachers and not the other graduate programs that has the degree of its formation, only in degree in Physical Education and Psychopedagogy. In most cases, the term itself Psychomotricity is not known by teachers. This all leads in the absence of a practice most comprehensive, specific and so important that the professional School of Physical Education can not complete more effectively, and targeted individual, lack of timely implementation of such a task. For these reasons and others, such as the possibility of a more continuous work that the regent teacher has the possibility of doing so in the daily school play and multidisciplinary.

The regent teacher, in a classroom, does not have this in their academic training, which should have. But if you are constantly under review, updating itself, searching for other media and news for a continuing education, he can expand his professional capacity make it more qualified.

According LAPIERRE & AUCOUTURIER (p. 36, 1985), the development of education "outdoors" the basic psychomotor may in fact be realized by the primary teacher in permanent contact with the class. Thus we can reflect on how important this work is, of psychomotricity be understood and practiced by professionals in the classroom.

That same teacher, which is updated, as one who knows the Psychomotricity can not be charged for something that it is not made through the laws, resolutions and parameters, such as teachers of the sample of this study are. The PCNs - the National Curriculum Parameters, the LDB - Law of Guidelines and Bases of National Education, Multieducation - Core Curriculum Elementary, do not have the Psychomotricity in its content. And they directed the Education in Rio de Janeiro.

It was then, as the questionnaires were analyzed, teachers apply in their practice some of the psychomotor aspects, but there is a lack of theory that Embase such practices, leading the group discente do many different activities, but without knowing what you're doing, and how it serves to enhance the student from them or what was observed.

It is recommended that further studies are made at about this matter in order to enter the Psychomotricity grade curriculum of courses in the area of education, especially to meet professionals in Child Rearing, in order that is occurring in this age group to Most purchases psychomotor, and this phase of training the basis of overall human being.

Welcoming the child in its expressiveness hyperactivity, always opens its activity towards a pulse area of welfare and communication. Aucouturier says that from these observations should put into action a practice that should respect the child's development and facilitate its transformation existential. A practice that respects its expressiveness and that fosters their ability to link his involvement sensory-motor, emotional and phantasmagoric with the space, time, the objects and people (AUCOUTURIER; DARRAULT & EMPINET, p. 20, 1986).

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THE PSYCHOMOTOR THEORY AND PRACTICE IN CHILD EDUCATION

Abstract

The body in motion at its creative and emotional turmoil, is not allowed at school only during the "recreational" when the teacher watches and observes accurately, avoiding mixing their authority to such puerile games. It is a life long controlled it explodes. To us it is precisely this life, this movement that matter, and with whom we want to work because they are the only true expression of the child (LAPIERRE & AUCOUTURIER, p. 29, 1986). The teaching practices of professionals, aiming to stimulate hyperactivity in children at the stage of Child Rearing, are in agreement with the theoretical assumptions concerning the study in question? This study looks which the perception that professionals who work with Child's Education have regarding the need for pedagogical practice for the infant psychomotor development. This is characterized as a qualitative research, the field of descriptive type. The research involved a sample of N = 21 (twenty-one) teachers of the Municipal Network for Education in Rio de Janeiro, who work with classes from Child Rearing, forming a group of volunteers, all teachers in the West City Rio de Janeiro. It was used as an instrument of research, a questionnaire previously developed, evaluated by three master teachers, and validated by them, seeking to verify the perception that professionals who work with Child's Education have regarding the need for pedagogical practice to develop children's psychomotor. It was then, as the questionnaires were analyzed, teachers apply in their practice some of the psychomotor aspects, but there is a lack of theory that Embase such practices, leading the group discente do many different activities, but without knowing what you're doing, and how it serves to enhance the student from them or what was observed.

Key words: Psychomotricity, Child Education, Educational Practice.

PSYCHOMOTEUR LA THÉORIE ET LA PRATIQUE DANS L'ÉDUCATION DES ENFANTS

Résumé

Le corps en mouvement lors de sa création et de troubles émotionnels, n'est pas autorisé à l'école que pendant la "loisirs" lorsque l'enseignant montres et observe avec précision, en évitant le mélange de leur autorité à ces jeux puéril. Il s'agit d'un long de la vie contrôlée, il explose. Pour nous, c'est précisément cette vie, que ce mouvement question, et avec qui nous voulons travailler parce qu'ils sont la seule véritable expression de l'enfant (LAPIERRE & AUCOUTURIER, p. 29, 1986). Les pratiques pédagogiques des professionnels, visant à stimuler l'hyperactivité chez les enfants au stade de l'éducation des enfants, sont en accord avec les hypothèses théoriques concernant l'étude en question? Cette étude vise à découvrir ce que la perception que les professionnels qui travaillent avec l'éducation de l'enfant ont quant à la nécessité de la pratique pédagogique pour le développement psychomoteur du nourrisson. C'est comme une recherche qualitative, le domaine de type descriptif. La recherche a impliqué un échantillon de N = 21 (vingt-et-un) les enseignants du réseau municipal pour l'éducation à Rio de Janeiro, qui travaillent avec des classes de l'éducation des enfants, formant un groupe de bénévoles, tous les enseignants à l'Ouest la ville de Rio de Janeiro. Il a été utilisé comme un instrument de recherche, un questionnaire mis au point précédemment, évalué par trois professeurs maîtres, et validé par eux, en cherchant à vérifier la perception que les professionnels qui travaillent avec l'éducation de l'enfant ont quant à la nécessité de la pratique pédagogique pour développer la psychomotricité des enfants. It was then, as the questionnaires were analyzed, teachers apply in their practice some of the psychomotor aspects, but there is a lack of theory that Embase such practices, leading the group discente do many different activities, but without knowing what you're doing, Et comment elle sert à accroître l'étudiant ou de ce qui a été observée.

Mots clés: Psychomotricité, l'éducation des enfants, la pratique éducative

PSICOMOTOR LA TEORÍA Y LA PRÁCTICA EN LA EDUCACIÓN DE LOS NIÑOS

Resumen

El cuerpo en movimiento en su creatividad y agitación emocional, no está permitido en la escuela sólo durante el "recreo" cuando el maestro observa y observa con precisión, evitando la mezcla de su autoridad para tales pueriles juegos. Es un largo de la vida controlada que explota. Para nosotros es precisamente esta vida, este movimiento esta cuestión, y con quién queremos trabajar, porque son la única verdadera expresión del niño (Lapierre y AUCOUTURIER, p. 29, 1986). La enseñanza de las prácticas profesionales, con el objetivo de estimular la hiperactividad en los niños en la etapa de la crianza de los hijos, de acuerdo con los supuestos teóricos en relación con el estudio en cuestión? Este estudio tiene como objetivo averiguar qué percepción de que los profesionales que trabajan con la educación de los niños tienen respecto a la necesidad de la práctica pedagógica para el desarrollo psicomotor infantil. Esta se caracteriza como una investigación cualitativa, el campo de tipo descriptivo. La investigación de que se trate de una muestra de N = 21 (veinte a uno) los profesores de la Red Municipal para la Educación en Río de Janeiro, que trabajan con clases de crianza de los hijos, la formación de un grupo de voluntarios, todos los profesores en el Oeste la ciudad de Río de Janeiro. Se utilizó como un instrumento de investigación, un cuestionario previamente elaborado, evaluado por tres profesores, y validados por ellas, tratando de verificar la percepción de que los profesionales que trabajan con la educación de los niños tienen respecto a la necesidad de la práctica pedagógica para

desarrollar psicomotor del niño. Fue entonces, como los cuestionarios se analizaron, los profesores aplican en su práctica algunos de los aspectos psicomotor, pero hay una falta de teoría de que tales prácticas Embase, líder del grupo discente hacer muchas actividades diferentes, pero sin saber lo que estás haciendo , Y la forma en que sirve para aumentar la estudiante de ellos o lo que se observó.

Palabras clave: Psicomotricidade, Educación Infantil, Educación Práctica

A TEORIA E A PRÁTICA PSICOMOTORA NA EDUCAÇÃO INFANTIL

Resumo

O corpo em movimento, na sua agitação emocional e criativa, não é admitido na escola senão durante o “recreio” quando o professor vigia e a rigor observa, evitando misturar sua autoridade a esses jogos pueris. É a vida muito tempo controlada que explode. A nós é precisamente essa vida, esse movimento que interessam, e com os quais queremos trabalhar porque são as únicas expressões verdadeiras da criança (LAPIERRE & AUCOUTURIER, p. 29, 1986). As práticas Pedagógicas dos profissionais, objetivando a estimulação psicomotora nas crianças na fase da Educação Infantil, estão de acordo com os pressupostos teóricos referentes ao estudo em questão? Este estudo busca verificar qual a percepção que os profissionais que atuam com a Educação Infantil têm a respeito da necessidade da prática pedagógica para o desenvolvimento psicomotor infantil. Este se caracteriza como uma pesquisa qualitativa, de campo, do tipo descritiva. A pesquisa contou com uma amostra de N= 21 (vinte e um) professores da Rede Municipal de Ensino do Município do Rio de Janeiro, que atuam com turmas de Educação Infantil, formando um grupo de voluntários, todos professores da Zona Oeste da Cidade do Rio de Janeiro. Foi utilizado como instrumento da pesquisa, um questionário previamente elaborado, avaliado por três professores mestres, e validado pelos mesmos, que visa verificar a percepção que os profissionais que atuam com a Educação Infantil têm a respeito da necessidade da prática pedagógica para o desenvolvimento psicomotor infantil. Concluiu-se então, como foram analisados nos questionários, os professores aplicam em sua prática alguns dos aspectos psicomotores, porém há a falta da teoria que embasa tais práticas, levando o grupo discente fazer muitas atividades diversificadas, mas sem saber o que está fazendo, para que serve e como potencializar o aluno a partir delas ou do que foi observado.

Palavras Chaves: Psicomotricidade, Educação Infantil, Prática.