

47 - CHARACTERISATION OF PSYCHOMOTRICITY COMPREHENSION BY UNDERGRADUATE STUDENTS IN PHYSICAL EDUCATION

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INTRODUCTION

Knowing that the man is the fruit of multiple aspects and can only be understood in his entirety, cognition, movement, spirituality, action, emotion, establishing an inseparable relationship with the physical medium in which he is inserted (FALCÃO et al, 2007).

The psychomotricity fits into this puzzle with the aim of contemplating all aspects inherent to man and thus understands it better, because it is born as a consequence of the junction of various disciplines and is established as a fundamental tool in the process of Teaching-learning, since it understands education as a broad process, covering beyond the theoretical knowledge (GUIMARÃES, 2003; MONTEIRO, 2015).

Understanding a science that has an increasingly significant relevance in the global development of the individual at all stages of its life, such importance is given in the light of its articulation with other scientific fields (IMAI, 2007).

The psychomotricity is indispensable for the development of the being from its tender age, and it is essential that it is as compulsory content in the formation of teachers, and that its practices are fully linked in a planned manner in the schools. Especially, and that there is a specialized professional in the area, such as the Physical Education Teacher (Medeiros, 2011).

There is a necessity that the teacher is always reflecting on his practices, because he works in public function, and it is paramount that he has knowledge pertinent to the areas of expertise, aiming to provide students with infinite possibilities, because learning it must be surrounded by intentions, motivations and desires to communicate with the medium where it is inserted (SILVA and SOUZA, 2013).

The professor of physical education has the main focus to provide students with conditions for them to become independent, participatory and with autonomy of thought and action, in this way, the teacher must be a disseminator of possibilities, which will cause education Physics is always committed to the integral formation of the individual (HUF, MIRANDA and Sorato, 2009).

The teacher should be aware of his role; it is indispensable that he has knowledge of the development of his pupils allied to the relevant knowledge to each one so that he can prepare his lessons in order to provide more harmonious development of the Same (IMAI, 2007).

The physical education teacher's performance must transpose the four lines of one block, and the four walls of a room, going far beyond. It is very important that teachers have a baggage of scientific knowledge and know, and it is necessary to articulate with the historical-social context of the locality of their pupils (LUIZ and VIEIRA, 2014).

Aiming to provide integral training to the students and allied with the multidisciplinary content which is essential to improving the individual's intellectual and motor learning, the psychomotricity inserted into physical education and being worked in a form effectively establishing a better learning aptitude, reflecting the behavior and transformation of the social media (MONTEIRO, 2007). In the face of this, education Physics should consider the independence and interdependence of the aspects, Cognitive, psychomotor and affective-social that are part of the human development process which is intrinsically linked to the movement (FERRAZ, 1996).

Thus through the use of recurring situations in the day to day, such as: adequacy in new environments, improvement of reading, writing, mathematics, favoring of self-esteem, socialization and self-reliance, which are worked, through the psychomotricity and the Physical education provide learning and contribute to better performance (LE BOULCH, 1987 Apud MONTANHA, 2013).

This research aims to characterize the knowledge of graduates of physical education in undergraduate and bachelor's degree in relation to the knowledge in psychomotricity.

MATERIALS AND METHODS

Characterized as a field survey of quantitative cross-purpose, which aims to characterize the knowledge of graduates in physical education in licentiate degrees and bachelor's degree through the pertinent knowledge of psychomotricity.

The sample was composed of 220 graduates in physical education, being 110 students of bachelor and 110 undergraduate students, from a private higher education institution in southwestern Paulista.

The realization of the research was only given the authorization of the direction of the institution for conducting the research, and by the term of free informed consent (TCLE) signed by the graduates. Data collection was made through a questionnaire containing only closed questions; Adapted from the works of (GONÇALVES, 2007; MONTANHA, 2013; BATISTA, 2014; BATISTA, 2014; LOURENÇO, 2015; MONTEIRO, 2015).

The presentation of the data was accomplished through descriptive statistical analysis, and is expressed in percentage.

RESULT AND DISCUSSION

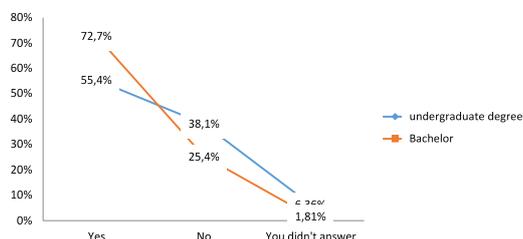
The psychomotricity is conceived as the science aimed at studying man through his moving body, seeking to understand the relationships of his internal and external world, based on the conception that the body is an instrument where cognitive, affective and organic acquisitions are they are founded on maturation processes (Brazilian association of Psychomotricity, S/D).

As for the knowledge of the term psychomotricity, 75.46% of undergraduate graduates responded that they know the term, 20.90% answered not knowing and 3.64% did not answer the question. Already for the bachelor's students, 92.73% stated to know and 7.27% replied that no. However, some students are newly joined, in the course of physical education and have not yet studied disciplines covering the thematic issue.

Times have changed, however, the necessity of the man of survival has not changed much less the importance of psychomotricity in the process of maturation of the human being, and the psychomotor elements indispensable for individuals to act in society in full form. Having them the function of guiding the complementation of the emotional life and the motor life of man since its birth, because from the same child already begins its development process (COSTA and DOS SANTOS, 2015).

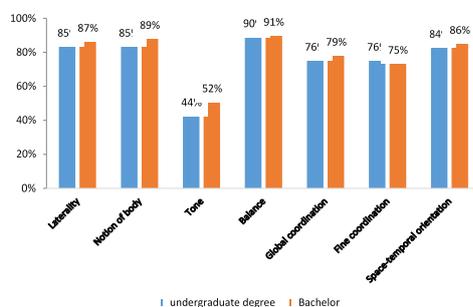
In relation to the knowledge of the psychomotor elements, figure 1 shows the percentage of students who claimed to know the psychomotor elements.

Figure 1: Knowledge of the psychomotor elements.



Still on the psychomotor elements, it was questioned to students which elements the child can develop on the basis of the movement. In this question the graduates had the following alternatives; "laterality, notion of body, tonicity, equilibrium, global coordination, fine coordination and space-temporal orientation ", it is possible to be marked more than one alternative. Figure 2 demonstrates the percentage that each psychomotor element has been flagged.

Figure 2. Frequency of the psychomotor elements marked by the graduating's.



When questioned about the knowledge of some assessment in psychomotricity, 27.28% of undergraduate graduates stated to know, 66.36% responded not knowing any evaluation and 6.36% did not answer the question. In relation to the same question, Bachelor's graduates responded 40% to Yes, 53.63% for No and 6.36% did not respond.

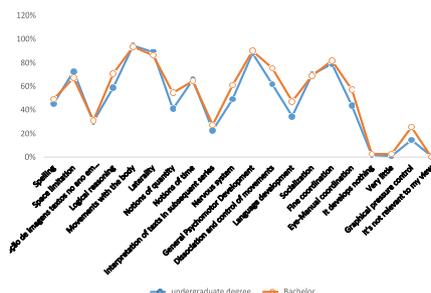
The importance of the psychomotor evaluation is given in the light of the possibility of evaluating the development of pupils, and from establishing, ways and interventions to provide a full development, adapting the different evolutionary stages. " (ROSANETO, 2002).

The following was questioned whether the movement is a biological Act, an act of thought or both alternatives. For 9.10% of undergraduate students, the movement is a biological act, 10.3% put the movement as an act of thought and 80.6% responded that the movement is both biological and an act of thought. Already for 10.9% of the bachelor's students the Movement is a biological act, 5.5% ranked as an act of thought and 81.8% characterized the movement as biological and an act of thought; 1.8% didn't answer the question.

As a result of the activities of games and pranks directed that children, in addition to having fun, develop their imagination, coordination, interpretation and relate to the world around them. The psychomotricity is consolidated as the education of the movement with acting on the intellect, in a relationship between thought and action, comprising neurophysiological and psychic functions (Ahmed, 1997).

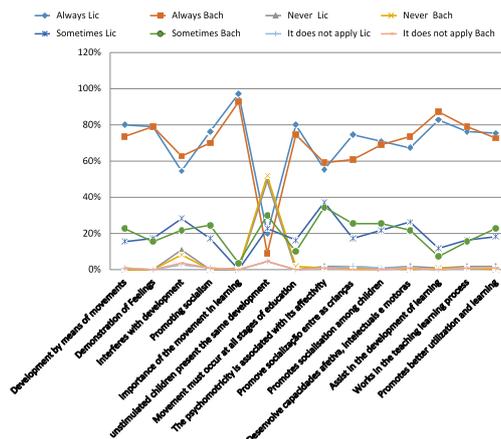
As for the practice of the psychomotricity and what it makes it possible to develop in the child, the evaluators had twenty possible alternatives, among them 17 correct (spelling, space limitation, interpretation of images texts in the ongoing year, logical reasoning, movements with the body, Laterality, notions of quantity, notions of time, interpretation of texts in subsequent series, nervous system, general psychomotor development, dissociation and control of movements, development of language, socialization, fine coordination, coordination Manual and graphical pressure control, and other three responses that could be: "Does not develop anything", "very little", and "it is not relevant to my view". Figure 3 shows the percentage of the undergraduate degree and bachelors per item.

Figure 3. The practice of psychomotricity develops.



Then a set of questions regarding the psychomotricity in educational action, in which the respondents expressed their positioning with the following words: "always", "never", "sometimes" and "does not apply" (Figure 4).

Figure 4. Psychomotricity in educational action.



Lastly, affirmations related to the psychomotor development which the graduates responded using a scale of 1 to 5, where 1 represented that the teacher was in total disagreement and 5 fully agreed, values 2, 3 and 4 were intermediate values. Table 1 expresses the percentage of the pupils' signal to each degree of importance.

Statements	Degree of importance%									
	1		2		3		4		5	
	Lic	Bach	Lic	Bach	Lic	Bach	Lic	Bach	Lic	Bach
For the general behaviour of the group	1.81	4.45	7.27	0.9	15.4	10.9	23.6	20.9	39.1	54.5
Compliance with the rules of the room	0	0.9	10.9	4.54	21.8	27.2	34.5	32.7	19.1	26.3
Elevating attention levels	2.72	0	2.72	6.36	10.9	16.3	27.7	20.9	45.4	47.2
Involvement in activities	1.81	0.9	1.81	1.81	4.45	11.8	25.4	21.8	54.5	51.8
Raising motivation in the activities	0	1.81	4.45	1.81	9.09	10.9	23.8	30	53.6	48.1
Elevating performance levels in activities	1.81	1.81	1.81	0.9	5.45	16.3	20.9	25.4	58.1	46.3
Acquisition of comprehension skills and expression of orality	2.72	0.9	3.63	5.45	20	15.4	18.1	30.9	32.7	38.1
Acquisition of mathematical competences	4.54	3.63	9.09	10	18.1	24.5	24.5	30	30.9	23.6

Lic: licentiate degree (n = 110); Bach: Bachelor (n = 110). Percentage- Presented data

CONCLUSION

Through the analysis of the data collected from the questionnaires, it is possible to establish that the graduates have certain knowledge of the psychomotricity, although the same is not full of all aspects of it.

Although the response pattern is very similar, we note that the Bachelor's graduates have presented better performance than graduations, as regards psychomotricity.

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CHARACTERIZATION OF THE COMPREHENSION OF PSYCHOMOTRATION BY STUDENTS OF GRADUATION IN PHYSICAL EDUCATION

Psicomotricity is an indispensable tool for the full performance of teachers in Physical Education, since it works in the overall development of the individual and is therefore of extreme importance since this is not reflected in the course of his life. The aim of this study was to characterize the knowledge of undergraduate students of Physical Education in undergraduate and bachelor's degree in relation to knowledge in Psychomotricity. The present study is characterized by a quantitative cross-sectional approach. A sample was composed of 220 undergraduate students in Physical Education in undergraduate and baccalaureate, 110 undergraduate and 110 baccalaureate. It was used a questionnaire adapted from the works of (GONÇALVES, 2007, MOUNTAIN, 2013, BATISTA, 2014, SOARES, 2014, LOURENÇO, 2015, MONTEIRO, 2015), to obtain the results. Most of the graduates interviewed holding the knowledge about psychomotricity and its elements, however realize that it is not full in all aspects of it. It can be seen that among the graduates interviewed, the baccalaureate graduates presented a greater knowledge on the subject in question.

Key words: Physical Education, Psychomotor Elements, Psychomotricity.

CARACTÉRISATION DE LA COMPRÉHENSION DE PSYCHOMOTRATION PAR LES ÉLÈVES DE LA GRADUATION EN ÉDUCATION PHYSIQUE

Le psychomoteur est un outil indispensable pour l'exécution complète des enseignants au travail en éducation physique Depuis que je travaille sur le développement global de l'individu est donc d'une importance capitale car cela ne se reflète pas dans le cours de sa vie. L'objectif de cette étude était de caractériser la connaissance du degré d'éducation physique de premier cycle et un baccalauréat ès arts en relation avec la connaissance psychomotricité. La présente étude est caractérisée par une approche transversale quantitative. Un échantillon était composé de 220 étudiants en éducation physique et un diplôme BS, 110 degrés et 110 de premier cycle et un BS. un questionnaire adapté a été utilisé pour le travail (Gonçalves, 2007; MONTAGNE, 2013; BATISTA, 2014; SOARES, 2014; Lourenço, 2015; MONTEIRO, 2015), pour obtenir les résultats. La plupart des diplômés interrogés qui possèdent des connaissances sur la psychomotricité et ses éléments se rendent toutefois compte qu'elle n'est pas complète dans tous ses aspects. On peut constater que parmi les diplômés interrogés, les bacheliers ont présenté une meilleure connaissance du sujet en question.

Mots clés: éducation physique, éléments psychomoteurs, psychomotricité.

CARACTERIZACIÓN DE LA COMPRESIÓN DE PSICOMOTRACIÓN POR ALUMNOS DE GRADUACIÓN EN EDUCACIÓN FÍSICA

La Psicomotricidad es una herramienta indispensable para la actuación plena de profesores en actuación en la Educación Física. Puesto que trabaja en el desarrollo global del individuo siendo tan de extrema importancia ya que eso no se refleja en el transcurso de su vida. El objetivo de este estudio fue caracterizar los conocimientos de graduandos de Educación Física en licenciatura y bachillerato en relación a los conocimientos en Psicomotricidad. El presente estudio se caracteriza por un enfoque transversal cuantitativo. Una muestra fue compuesta por 220 graduandos en Educación Física en licenciatura y bachillerato, siendo 110 graduandos de licenciatura y 110 y bachillerato. Se utilizó un cuestionario adaptado de los trabajos de (GONÇALVES, 2007, MONTAÑA, 2013, BATISTA, 2014, SOARES, 2014, LOURENÇO, 2015, MONTEIRO, 2015), para obtener los resultados. Gran parte de los graduados entrevistados deteniendo el conocimiento sobre psicomotricidad y sus elementos, sin embargo se percibe que no es pleno en todos los aspectos de la misma. Se puede constatar que entre los graduandos entrevistados, los graduandos en bachillerato presentaron un conocimiento mayor en la temática en cuestión.

Palabra clave: Educación Física, Elementos Psicomotores, Psicomotricidad.

CARACTERIZAÇÃO DA COMPREENSÃO DE PSICOMOTRICIDADE POR ALUNOS DE GRADUAÇÃO EM EDUCAÇÃO FÍSICA

A Psicomotricidade é uma ferramenta indispensável para atuação plena de professores em atuação na Educação Física visto que trabalha o desenvolvimento global do indivíduo sendo assim de extrema importância visto que isso se refletirá no decorrer de sua vida. O objetivo deste estudo foi caracterizar os conhecimentos de graduandos de Educação Física em licenciatura e bacharelado em relação aos conhecimentos em Psicomotricidade. O presente estudo é caracterizado por uma abordagem de cunho transversal quantitativa. A amostra foi composta por 220 graduandos em Educação Física em licenciatura e bacharelado, sendo 110 graduandos de licenciatura e 110 e bacharelado. Foi utilizado um questionário adaptado dos trabalhos de (GONÇALVES, 2007; MONTANHA, 2013; BATISTA, 2014; SOARES, 2014; LOURENÇO, 2015; MONTEIRO, 2015), para obtenção dos resultados. Grande parte dos graduandos entrevistados detêm algum conhecimento sobre psicomotricidade e seus elementos, entretanto percebe-se que tal conhecimento não é pleno em todos os aspectos da mesma. Pode-se constatar que dentre os graduandos entrevistados, os graduandos em bacharelado apresentaram um conhecimento maior na temática em questão.

Palavra-chave: Educação Física, Elementos Psicomotores, Psicomotricidade.