

48 - MOTOR PERFORMANCE OF FUNDAMENTAL TEACHING PARTICIPANTS IN PHYSICAL EDUCATION CLASSES

HALANA COUTINHO VAZ
ELIANE CUNHA GONÇALVES
FACULDADE MULTIVIX – Vitória– ES – Brasil

doi:10.16887/89.a1.48

INTRODUCCIÓN

Many authors have discussed the theme of motor performance of applied children in physical education class. According to Teixeira et al (2010), children who practice some sports or do some exercises have better motor performance conditions. For Haywood and Getchell (2004) as motor development is given a continuous and sequential process linked to chronological age, in which the individual progresses from a simple movement, without ability, to reach the point of the most complex and organized motor skills and thus arrive to the adjustment of those skills that will accompany you until you get older. Manoel (1988) believes that currently studies in this area seek to understand how the organism becomes more complex, ie, which process leads the individual to develop increasingly complex, consistent and flexible skills in human-environment interaction.

When discussing about the motor performance of the child we refer to understand their development process. To Gallahue; Ozmun (2002) motor performance is related to the cognitive and affective areas of the child's behavior, in other words, motor performance is influenced by the social and biological environment. The school is an environment that allows the development of the child through the act of playing, contributing strongly to the student's learning.

Practicing physical activity in school is fundamental, since the Physical Education class arouses interest mainly of the child. Developed in a playful way, it induces the child to think differently and helps in the construction of knowledge. The school space is seen as a place of discovery is considered something new, and through that contact that the teacher should take to know what the child's need (GAVA et al, 2010).

Silveira (2011) discusses the benefits of physical activity for the child, since there are innumerable advantages, the teacher should be

each time committed to insert the practice of the activity in the Physical Education class within the school context. The games and jokes have come to be seen as a new look, giving a true value to this important teaching tool. According to Romanelli (2017) the benefits that the practice of physical activity provides for health and for better quality of life are well known. The author cites some of these benefits: it promotes the child's growth; improves strong muscle articulation and motor development; establishes an appropriate weight and maintains flexibility; improves posture and stimulates self-esteem.

Motor development studies, according to Tani et al. (1988), tend to be considered as only studies of children, because motor development is a continuous and time-consuming process, and the most marked changes occur in the first years of life. Significant changes in the major areas of motor, intellectual, emotional, and affective development occur during this period when children meet in early childhood education. As the child grows, they undergo a process called development, which can be defined as the attainment or improvement of the functions performed by the individual. Motor development occurs through a continuous process of changes in the functioning level of the individual, acquiring, over time, a greater capacity to control movements. The fundamental motor skills, one of the stages of motor development, take place in the pre-school stage, where the first forms and combinations of movement arise, allowing the child to master his body and its locomotion in the environment.

In this way, the child's motor development activities aim to develop the skills of running, jumping, pulling, swinging and among others. And physical ability (agility, dexterity, speed and reaction speed) and physical qualities (strength, localized muscular endurance, aerobic endurance and anaerobic resistance). (MATTOS, 1999).

Therefore, the objective of this study is to analyze the motor performance of children in pre-primary education participating in physical education classes through the observation of teachers and the author.

METODOLOGY

The methodology of this research was carried out in the private school of education, located in the city of Vitória. Motor performance tests were applied in children from the 2nd year to the 5th year of elementary school, with a variant of twenty one and nineteen students per class, totaling sixty-nine children of both sexes, aged between seven and ten years.

We applied tests to evaluate the motor performance of elementary school children who participate in physical education classes. These applied tests are related to overall motor, speed and balance. According to Batistella (2001) global motricity involves the realization of complex global movements, ie requires joint activity of muscle groups that performs voluntary movements a little complex.

Global motor abilities are characterized by involving the great musculature as the main basis of movement. In the performance of global motor skills, the accuracy of movement is not as important for the performance of the skill as in cases of fine motor skills. Although precision is not an important component in this task, perfect coordination in the realization of this movement is imperative to the skillful development of this task (MAGILL, 1984, p. 70).

In this way, Oliveira (2001) affirms that the global coordination leads the child to acquire the realization of several simultaneous movements. Therefore, the following tests for overall motor performance were developed:

7 YEARS - TURN 2nd YEAR - MANCO FOOT

With your eyes open, jump over a distance of 5 feet with left tuning, right bending at right angles to the knee, arms flapping along the body. After a rest of 30 seconds, the same exercise with the other leg. Errors: distance more than 50cm dalinha; touch the floor with the other leg; swing your arms. Attempts: two for each leg. Undetermined time.

8 YEARS - THIRD YEAR YEAR - JUMPING A HEIGHT OF 40 CM

With feet together: jump without pushing a height of 40cm. Material: two supports with an elastic tape attached at the ends of the same, height: 40cm. Errors: touching the elastic; fall (despite not having elastic tocadono); touch the floor with your hands. Attempts: three in total, being still should be positive.

9 YEARS - YEAR 4 - JUMPING ON THE AIR

Jump in the air, bend your knees to touch your heels with your hands. Mistakes: do not touch your heels. Attempts: three.

10 YEARS - TURMO 5º YEAR - FOOT FOOT WITH A BOX OF MATCHES

Knee flexed at right angles, arms relaxed along the body. A 25cm of foot resting on the ground stands a matchbox. The child should take it by pushing it with the foot to the point 5 meters away. Errors: touching the floor (even once) with the other foot, exaggerated movements with the arms, the box exceeds by more than 50cm fixed; the box displacement. Attempts: three.

The tests applied in relation to balance, according to Rosa Neto (1996) is a primordial factor, since it is a different action of the upper limbs, being thus a crucial point to give sustenance to the body.

The balance considered as the state of a body, when different and found forces acting on it compensate and cancel each other. From the biological point of view, the possibility of maintaining postures, positions and attitudes indicates the existence of equilibrium (BALBÉ, DIAS, SOUZA, 2009, p. 1).

7 YEARS - TURN 2º ANO - MAKE A FOUR

Keep on the left foot, the sole of the right foot resting on the inner face of the left knee, hands fixed on the thighs, eyes open. After a rest of 30 seconds, perform the same movement with the other leg. Mistakes: dropping a leg; lose balance; rise above points of feet. Duration: 15 seconds. Attempts: two for each leg.

8 YEARS - THIRD YEAR - BALCONY OF CHAMPIONS

Squatting, arms extended sideways, eyes closed, heels and feet together. Mistakes: fall; sit on your heels; touch the nightclub with his hands; slip on; lower your arms three times. Duration: 10 seconds. Attempts: three.

9 YEARS - YEAR 4 YEAR - BALANCE WITH THE FLEXED TRUNK

With open eyes, hands on the back, raise on the tips of feet and flex the trunk at right angles (straight legs). Mistakes: flex your legs more than twice; move from place to place; touch the floor with the heels. Duration: 10 seconds. Attempts: two.

10 YEARS - TURN 5TH YEAR - Equilibrium at the foot of the feet - eyes closed

Keep on tiptoe, eyes closed, arms along body, feet and legs together, figure no. 29. Errors: move from place to place; touch the floor with your heels; body (slight wobble is allowed). Duration: 15seconds. Attempts: three.

PROOF OF RAPIDITY (6 to 11 YEARS)

Material: grid paper with 25 x 18 squares (1 cm side frame), black pencil nº 2 and stopwatch, figure nº 33. The checked sheet is in the longitudinal direction. "Take the pencil, look at these squares, take a risk on each one as fast as you can." Take the risks, but only one risk in each square. The child takes olives with the hand he chooses (dominant hand). Time: 1 minute.

Data analysis is descriptive and graphs are used for better visualization. The Excel worksheet (2010) was used.

RESULTS AND DISCUSSION

In the applied tests it was noticed that of the 21 students enrolled in the class of the 2nd year of elementary school participated in the activity.

The second year students obtained a good result in the test of speed, and as far as the global motricity they use more the left side.

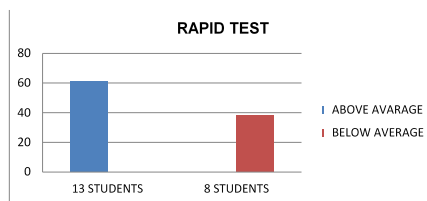


Figure 1: For the test of speed, 13 (61.30%) students were able to be between and above the score and 8 (38.07%) students below the score.

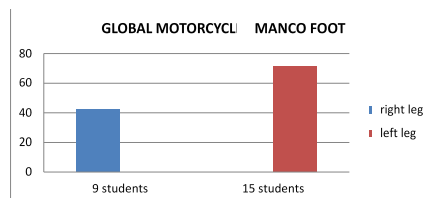


Figure 2: For the global motricity test, 9 students (42.15%) placed their right leg on the ground and 15 students (71.42%) placed their left leg on the ground.

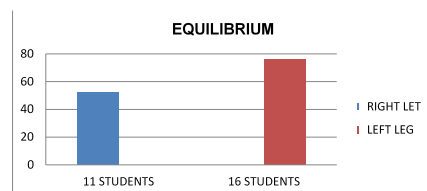


FIGURE 3: For the development of balance 11 students (52.38%) placed their right leg on the floor and 16 student (76.19%) left their leg on the floor.

In the applied test it was noticed that of the 19 students enrolled in the class of the 3rd year of elementary school participated in the activity.

The students of the third year did not obtain a good result in the test of speed, which differs of the students of the second year, however as the global motricity of jumping obtained good score. As for the balance they did not obtain a good result.

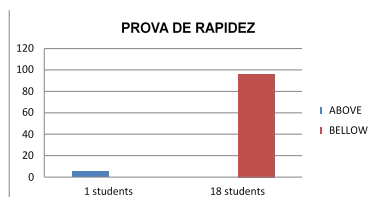


Figure 4: For the rapidity test, 1 student reached between the score (5.27%) and 18 students were below the score (94.73%).

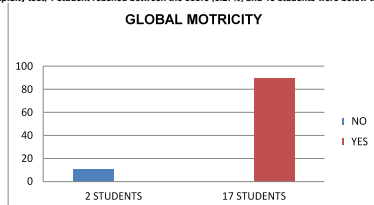


Figure 5: For the global motricity test, 2 students (10.52%) were not able to skip the height of 40cm, and 17 students (89.47%) were able to do so.

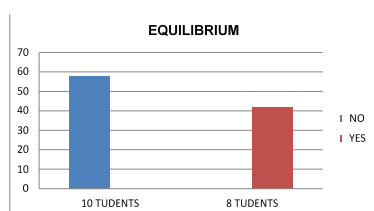


Figure 6: For balance development, 11 students (57.89%) were unable to squat and 8 students (42.10%) were able to squat.

In the applied test it was noticed that of the 15 students enrolled in the class of the 4th year of elementary school participated in the activity.

Fourth graders had a good test of speed, overall jumping and balance skills, showing that they were better than second and third year students.

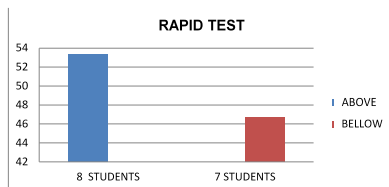


Figure 7: For the test of speed, 8 students reached between the score (53.33%) and 7 students were below the score (46.66%).

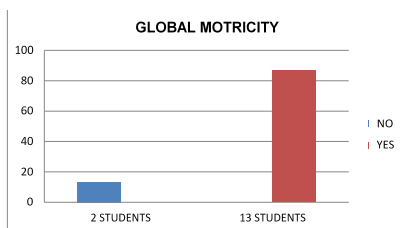


Figure 8: For the global motricity test, 2 students (13.33%) were not able to jump, 13 students (86.66%) were able to perform.

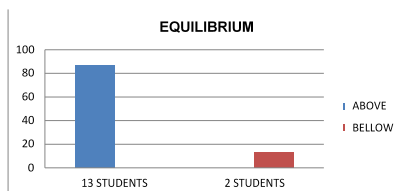


Figure 9: For the development of balance 13 students (86.66%) could not balance and 2 students (13.33%) managed to balance.

In the applied test it was noticed that of the 19 students enrolled in the class of the 5th year of elementary school participated in the activity.

Fifth grade students achieved good balance, but the tests for speed and overall motor skills were below average.

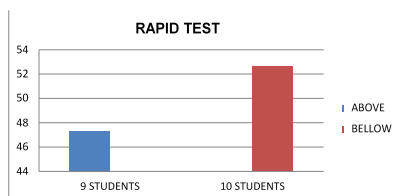


Figure 10: For the test of speed, 9 students reached between and above the score (47.36%) and 10 students were below the score (52.63%).

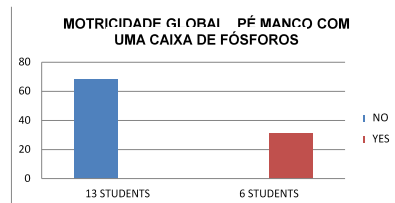


Figure 11: For the global motricity test, 13 students (68.42%) were not able to jump, 6 students (31.57%) were able to perform.

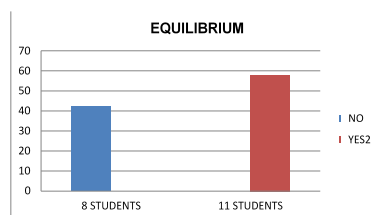


Figure 12: For the development of the balance 8 students (42.10%) failed to balance and 11 students (57.89%) managed to balance.

The results pointed out are in agreement with France, Ferreira and Barela, where the results showed that the children of the 3rd and 5th year of elementary school show less than expected motor development for the respective chronological ages for the skills evaluated.

The results observed in the present study corroborate the observation of delay in the development of fundamental motor skills found in other studies that evaluated children at this stage of schooling (BONIFACCI, 2004; BRAGA et al., 2009).

The physical education professional has a very important role to develop a mature pattern of the fundamental motor skills, since in this age group the children have the capacity to develop this stage (GALLAHUE, 2002)

CONCLUSION

During the accomplishment of this work, it was noticed how much the motor performance of the child is important to effect the participation in the classes of physical education. Physical activity when practiced since childhood promotes several benefits for the adult. Greco (2010) argues that the importance of physical activity for the child's growth to adulthood is undeniable, since the practice of exercise contributes significantly to the improvement of physical fitness, in conjunction with the child's developmental processes. It is important that from infancy the child goes through the process of running, walking, climbing and jumping. The rescue of this experience allows the child to be moving and consequently being inserted in the physical exercises.

Being tested in children of high social class, we could observe and test that there is little mastery of the body in physical education classes in children. Having them PE classes twice a week, but they do not match as they should positively.

Thus, I emphasize that children should be encouraged early to participate in games and games, as these activities can be a strategy to kick-start the practice of physical activity. All individuals and especially children need to do some physical activity for their development and body movement.

It is recommended that the physical education teacher, responsible for the individuals analyzed and parents, encourages the development of motor standards that are at the level and below expectations. For the child needs a variety of opportunities to express himself, to practice bodily activities of his infantile universe with proper instruction. The well-trained professional establishes the goals of teaching through the child's perception, which manifests his emotions and feelings through movement. Looking for the best quality of movement control, the teacher always works according to the stage of motor development of the child, but if it does not stimulate it, the child will continue with motor failures.

REFERENCES

- BATISTELLA, P. A. Estudo de Parâmetros Motores em Escolares com Idade de 6 a 10 anos da Cidade de Cruz Alta – R.S. Dissertação de mestrado (Ciências do Movimento Humano). Centro de Ciências da Saúde e do Esporte da Universidade do Estado de Santa Catarina – CEFID/UDESC, 2001.
- BONIFACCI P. Children with low motor ability have lower visual-motor integration ability but unaffected perceptual skills. *Hum Mov Sci.* 2004;23:157-68.
- BRAGARK, Krebs RJ, Valentini NC, Tkac CM. A influência de um programa de intervenção motora no desempenho das habilidades locomotoras de crianças com idade entre 6 e 7 anos. *Rev Educ Fis.* 2009;20:171-81.
- GABBARD, C. P. Lifelong motor development. Boston: Allyn and Bacon, 2000.
- GALLAHUE, D. L. A classificação das habilidades de movimento: um caso para modelos multidimensionais. *Revista de Educação Física, Maringá*, v. 13, n. 2, p 105-111, 2. sem 2002.
- GALLAHUE, D. L. Developmental physical education for today's children. Madison: Brown & Benchmark, 2003.
- GALLAHUE, D. L.; OZMUN, J. C. Compreendendo o desenvolvimento motor: bebês, crianças, adolescentes e

adultos. São Paulo: Phorte, 2005.

HAYWOOD, K. M.; GETCHELL, N. Desenvolvimento motor ao longo da vida. 3. ed. Porto Alegre: Artmed, 2004.

MATTOS, M. G. et al. Educação Física Infantil: construindo o movimento na escola. 2. ed. São Paulo: Phorte, 1999.

ROSANETO, F. Manual de Avaliação Motora. Porto Alegre: Artmed, 1996.

TANI, G.; MANOEL, E. J.; KOKUBUN, E.; PROENÇA J. E. Educação Física escolar: fundamentos de uma abordagem desenvolvimentista. São Paulo: Ed. Da Universidade de São Paulo, 1988.

TEIXEIRA, Rodrigo et al. Dificuldades motoras na infância: prevalência e relações com as condições sociais e econômicas. *Science in Health*, v. 1, n. 1, 2010.

ABSTRACT

Human development results from interactions between characteristics of the organism and the different contexts and tasks to which the individual is exposed. During the years of early childhood education, children are usually in the phase of fundamental movements, where the main changes occur in the way of refinement of motor skills and better efficiency in their combination (GABBARD, 2000; GAYAHUE, 2002; HAYWOOD, GETCHELL, 1998). The aim of this study is to analyze the motor performance of children in pre-school education in physical education classes through the observation of teachers and the author. Methodology: The research is qualitative, being used interviews to the teachers of the classes of Physical Education and observation of the author of the aspects: spatial notion, laterality, reaction time and balance in the classes of Physical Education in children of schools of high social class of the city of Vitoria-ES. Results: The results show that more than half of each class has difficulty performing the movements used in Physical Education classes in which the teacher prepares according to the age group of the class. Conclusion: It is concluded that the students of Physical Education of the upper-class schools have little mastery of the body itself. Children with gait difficulty and movements requested in class.

Key words: Motor learning, school, child.

RESUMEN

El desarrollo humano resulta de interacción entre características del organismo y los diferentes contextos y tareas a los que el individuo está expuesto. En los años de educación primaria, los niños normalmente se encuentran en la fase de los movimientos fundamentales, en los que los principales cambios ocurren en la forma de refinación de las habilidades motoras y la mejora en su combinación (GABBARD, 2000; GALLAHUE, 2002; HAYWOOD; GETCHELL, 2004; PAYNE El objetivo del estudio es analizar el desempeño motor de niños de la enseñanza infantil participantes en las clases de educación física a través de la observación de los profesores y del autor. La investigación es cualitativa, siendo utilizada entrevistas a los profesores de las clases de Educación Física y observación del autor de los aspectos: noción espacial, lateralidad, tiempo de reacción y equilibrio en las clases de Educación Física en niños de escuelas de clase social alta de la ciudad de ES-ganar. Resultados: Los resultados evidencian que más de la mitad de cada clase tiene dificultad en realizar los movimientos utilizados en las clases de Educación Física en que el profesor prepara de acuerdo con el grupo de edad de la clase. Conclusión: Se concluye que los alumnos de Educación Física de las escuelas de clase acortan poco dominio del propio cuerpo. Niños con dificultad de marcha y en los movimientos solicitados en clase.

Palabras clave: Aprendizaje motora, escuela, niño.

RESUME

Le développement humain résulte d'interactions entre les caractéristiques de l'organisme et les différents contextes et tâches auxquels l'individu est exposé. Au cours des années correspondant à l'éducation de base, les enfants sont généralement au stade de mouvements fondamentaux, où les principaux changements se produisent sous la forme de dérégulation de la motricité et d'amélioration de leur combinaison (GABBARD, 2000; GAYAHUE, 2002; HAYWOOD, GETCHELL, 2004; PAYNE Le but de cette étude est d'analyser les performances motrices des enfants dans l'enseignement préprimaire dans les cours d'éducation physique à travers l'observation des enseignants et de l'auteur. Méthodologie: La recherche est qualitative, étant utilisée des entretiens avec les enseignants des classes d'éducation physique et l'observation de l'auteur des aspects: notion spatiale, latéralité, temps de réaction et équilibre dans les classes d'éducation physique chez les enfants des écoles de haute classe sociale de la ville de Vitoria-ES. Résultats: Les résultats montrent que plus de la moitié de chaque classe a des difficultés à exécuter les mouvements utilisés dans les cours d'éducation physique auxquels l'enseignant se prépare en fonction du groupe d'âge de la classe. Conclusion: Il est conclu que les étudiants en éducation physique des classes supérieures ont peu de contrôle sur le corps lui-même. Enfants ayant des difficultés à marcher et des mouvements demandés en classe.

Mots clés: Apprentissage moteur, école, enfant.

DESEMPENHO MOTOR DE CRIANÇAS DO ENSINO FUNDAMENTAL PARTICIPANTES NAS AULAS DE EDUCAÇÃO FÍSICA

O desenvolvimento humano resulta de interações entre características do organismo e os diferentes contextos e tarefas aos quais o indivíduo é exposto. Durante os anos correspondentes à educação fundamental, as crianças normalmente se encontram na fase dos movimentos fundamentais, em que os principais movimentos ocorrem na forma de refinamento das habilidades motoras e melhora na sua combinação (GABBARD, 2000; GALLAHUE, 2002; HAYWOOD; GETCHELL, 2004; PAYNE; ISAACS, 2007; SEEFELDT; HAUBENSTRICKER, 1982). O objetivo do estudo é analisar o desempenho motor de crianças do ensino infantil participantes das aulas de educação física através da observação dos professores e do autor. Metodologia: A pesquisa é qualitativa, sendo utilizada entrevistas aos professores das turmas de Educação Física e observação do autor dos aspectos: noção espacial, lateralidade, tempo de reação e equilíbrio nas aulas de Educação Física em crianças de escolas de classe social alta da cidade de Vitória-ES. Resultados: Os resultados evidenciam que mais da metade de cada turma tem dificuldade em realizar os movimentos utilizados nas aulas de Educação Física em que o professor prepara de acordo com a faixa etária da turma. Conclusão: Conclui-se que os alunos de Educação Física das escolas de classe alta têm pouca domínio do próprio corpo. Crianças com dificuldade de marcha e nos movimentos solicitados em aula.

Palavras-chave: Aprendizagem motora, escola, criança.