

51 - PSYCHOMOTOR EDUCATION AND REEDUCATION IN SCHOOL PHYSICAL EDUCATION

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1. INTRODUCTION

Physical education and sport have been going through various adaptation periods over the last few years. Matters related, mainly to the objectives, in the performance and pedagogical doing.

With the end of the military period our society, many were the studies and discussions on the possible fields of action of the professional of Physical Education, as well as their pedagogical approaches in the field of performance.

Among the main modifications of the current period is the division in the formation process of the profession, creating a real split in the profession from the division between "Licenciatura" and "Bachelor", which caused a disagreement and confluence in the understanding between field of legitimate performance of this profession.

Nowadays, physical education plays a fundamental role in the Brazilian educational system, because it is through its classes that we teachers work to develop integral development in our students, according to the Confed / Cref System Book, through the Recommendations for Physical Education in Schools, through.

Physical Education as a compulsory curricular component in Basic Education constitutes a social representation of physical and sports activities, having a relevant meaning in our society. However, its legitimacy and consolidation require professional effort and competent application of concepts, principles, values, attitudes and knowledge about human movement in its complexity, in the biodynamic, behavioral and sociocultural dimensions, based on scientific knowledge, technical quality, ethics, in the commitment of the teachers and in the involvement with the school community.

The school, understood as the main field of action of the Licentiate in Physical Education, proposes a field of essentiality for the experimentation, recognition and legitimation of the profession, presents itself as an essential space for the formation of conscious individuals prepared for an effective social intervention, both in the knowledge of health, culture and the defense of a culture of peace.

Based on this understanding, we should be professionals in the field, with the appropriate scientific knowledge, so that at the beginning of the school physical education, our students have physical education teachers the experience necessary for their motor baggage to be integral, not resulting in psychomotor deficits for the coming years and future interventions are needed. For according to Le Boulch (1987, page 23):

The bodily availability, as we conceive it, therefore requires not only a form of psychomotor intelligence, but also a high level of operative intelligence which must necessarily be developed during the period of primary school. O corpo vai se desconstruindo e reconstruindo, dentro de um complexo de adaptações biopsicossociais, dentro de um complexo de sensações e experimentações associativas, entre o ser humano e o meio. Este corpo vai intervindo com o meio, ao mesmo tempo em que vai sofrendo intervenções com o mesmo.

Le Boulch (1987, p. 27) does not say that "The application of an integrated psychomotor education to all school disciplines involves the formation of the primary teacher." So starting from this assumption we must plan, elaborate and develop Psychomotricity proper in the beginning of early childhood education and early years of elementary school because through it we will attend our students in an integral way. But if we find ourselves along the way with students who have not had contact with qualified and / or unprepared professionals, the student will not have developed his "motor baggage", which according to Fonseca (2008), (Apud, RABELO EAQUINO 2014, p.3):

... there are seven factors that work in an integrated way so that there is the global psychomotor organization: tonicity, balance, laterality, body notion, spatio-temporal structuration, global praxia and, finally, fine praxis. Tonicity occurs through neuromuscular acquisitions, tactile comfort and the integration of antigravity motor patterns (very present from birth to 12 months). The balance is manifested in the acquisition of bipedal posture, gravitational safety and the development of locomotor patterns (from 12 months to 2 years). Laterality occurs through sensory integration, emotional inversion, the development of diffuse perceptions and afferent and efferent systems (from 2 to 3 years). The notion of body occurs through the notion of the Self, the body awareness, the body perception and the behaviors of imitation (from 3 to 4 years). The spatio-temporal structuring is manifested through the development of selective attention, information processing, body space coordination, and language aptitude (from 4 to 5 years). Global praxis occurs through the coordination of manual oculus and pedal oculus, motor planning and rhythmic integration (from 5 to 6 years). On the other hand, the fine praxis occurs through concentration, organization and hemispheric specialization (from 6 to 7 years).

This article aims to discuss the importance of Psychomotor Reeduction in physical education classes, starting from kindergarten through elementary school, using Psychomotricity as a vital tool in Physical Education classes and its relevance as a psychomotor practice. Its main objective is to contribute to the integral development of students, proposing questions and ideas related to learning and psychomotor reeducation in Physical Education classes.

2. METHODOLOGY

This study was developed through a bibliographic review of indexed journals, books, book chapters, official documents and sources of online documentation through reliable sites. It sought to clarify the importance of the development of Psychomotricity in school physical education classes as methods of intervention, aimed at Education and Psychomotor Reeduction as a tool for the physical education teacher to promote and recover the "motricity" of their students.

For this, the following descriptors were used: "psychomotricity; psychomotor education; psychomotor reeducation; The main index used was "Google Scholar", where it was made an article, books and websites that discussed on the subject, for better understanding of the same, without a specific period of time. Following Traina and Traina Jr (2009), where they affirm that

to do a good research, one should start by creating lists of keywords, one for each context: subject, authors, vehicles, names of techniques, algorithms and tools, etc.

3. THEORETICAL FOUNDATION

3.1 Psychomotricity: its meaning, its history

During the last decades much has been said about Psychomotricity, being this area of great importance for the development of our students, because it is in the school, during the physical education classes that begins the work of psychomotor development, where the student year after years will build their motor baggage that will take them into adulthood. However, most of the physical education teachers deny it or leave it in the background, often not knowing how to develop such activities, and to be able to incorporate it into our classes we need to know what is Psychomotricity, Ajuriaguerra defines it as:

"Psychomotricity is conceptualized as a science of Health and Education, because indifferent to the various schools, psychological, behavioral, evolutionary, genetic, etc. it aims at the representation and the motor expression, through the psychic and mental use of the individual (AJURIAGUERRA apud ISPE-GAE, 2018).

Psychomotor practice began around 1935, when the French neurologist Édouard Guilmain, considered the father of psychomotor reeducation, developed a working methodology, which, according to Guilmain (apud LEVIN, 2009):

It determines a new method of work: the psychomotor reeducation, which establishes through a series of techniques (from infantile neuropsychiatry) a model of exercises: exercises to reeducate the tonic activity (mime, attitudes and equilibrium exercises), the activity of relationship and motor control (rhythmic, coordination and motor skill exercises, and exercises that tend to decrease synkinesis) (Levin, p 26).

The term Psychomotricity that appeared through the part turned to medicine, only appears from the beginning of the XIX century, that the A.B.P. brings us:

Historically the term "psychomotricity" appears from the medical discourse, more precisely neurological, when it was necessary in the early nineteenth century to name the zones of the cerebral cortex located beyond the motor regions. (ABP, 2018).

With the development and discoveries of neurophysiology, it has begun to be seen that there are different serious dysfunctions without the brain being injured or the lesion clearly located (ABP, 2018).

The word psychomotricity appears for the first time in 1870, "It is precisely from the medical necessity to find an area that explains certain clinical phenomena that the name PSICOMOTRICIDADE is named for the first time in the year 1870" (ABP, 2018).

The concept of Motricity, we can highlight the following:

The concrete form of the relationship between the human being and the world and his or her peers, a relation characterized by intentionality and meaning, the fruit of an evolutionary process whose specificity is found in the semiotic processes of consciousness, which in turn derive from the relations between nature and culture - therefore, between biological and socio-historical inheritances. Motricity refers, therefore, to the conscious sensations of the human being in intentional and significant movement in the objective and represented space-time, involving perception, memory, projection, affectivity, emotion, reasoning. It is evidenced in different forms of expression - gestural, verbal, scenic, plastic, etc. Motricity is a process whose constitution involves the construction of intentional movement from the reflex, the reaction mediated by representations from the reaction immediate, from the actions planned from the simple responses to external stimuli, from the creation of new forms of interaction from the reproduction of learned patterns, from the contextualized action in history - therefore related to the lived past and the projected future - from the action limited to present contingencies. This process occurs dialectically in the phylogenetic and ontogenetic planes, expressing and composing the totality of the multiple and complex determinations of the continuous construction of man. (Kielynski Filho, 2002, pp. 31-32).

In Brazil, one of the main influencers and thinkers of psychomotricity, was Vitor da Fonseca. He studied and worked mainly on the importance of psychomotricity for development in childhood.

Psychomotricity extrapolates understanding and limits the body, causing a complex of stimuli and sensations in the human being, as well as narrowing its relation with the environment in which the human being is inserted.

From the beginning it has been concerned with the process of human development, based on the development of various types of human language, but mainly body language. It treats as essential the communication of the human being with the world from his body and movement.

3.1 The importance of early psychomotor stimulation

Once we have identified and reported the importance of Psychomotricity, we have to base it on fundamentals to develop it early, however, and should always be accompanied by physical education teachers, since this stimulation takes place on a day-to-day basis, where the child through his achievements are gradually appropriating his body and as he guides (INS 2018), Psychomotor development arises from the moment the little one deals with the tasks. It is important to emphasize that the elaboration of playful games and the games are completely indicated by instilling in the child adaptations that will become part of their lives.

Early psychomotor stimulation is concerned with education-based concerns, especially in prevention, but also in the early cure of early-onset disorders in particular children. Early stimulation interferes and stimulates the various levels of body expression found in the child, seeking to mitigate or advance the adaptation process, accelerating and qualifying the results and medium term.

The stimulation allows the effective encounter between the adult proposing the activities and the child, who should accept them if they are offered from a climate that allows affection and security (a warm dialogue is necessary).

3.2 Psychomotor re-education: how to help the teacher

In order to develop the role of psychomotor re-education in students, the teacher must have the sensitivity to apply tests and develop the methodology to be applied in the classes, without interfering in the functioning and progress of students who do not present "motor deficit".

When applying tests and perceiving the need for intervention, the physical education teacher must develop re-educational activities through specific techniques for each case, inserting psychomotor activities involving: motor coordination (broad / general and fine), laterality, balance, notion of time and space, segmentar dissociation, global and fine praxis, rhythm, cognitive works, affectivity, socialization, graphism, relaxation, etc.

The teacher should be careful to promote and differentiate among his students the concepts of motor behavior, motor development and motor skill, which according to Gallahue, Ozmun and Goodway (2013):

Motor behavior: change in motor learning, control and development, caused by the interaction between biological and learning processes "(page 32). Motor development as: "progressive change in motor behavior throughout the life cycle, caused by the interaction between the demands of the task of movement, the biology of the individual and the conditions of the learning

environment" (page 32). Gallahue, Ozmun, and Goodway (2013) define Motor Ability as: "common underlying process of gaining control of voluntary body, limb and / or head movement (also called "task "or" action ") (p. 32).

In this article I mention the book Understanding Motor Development: Babies, Children, Adolescents and Adults (2013) as a reference for the physical education teacher, Gallahue, Ozmun and Goodway show us the stages and stages of motor development from gestation to stage as shown in Figure 1.

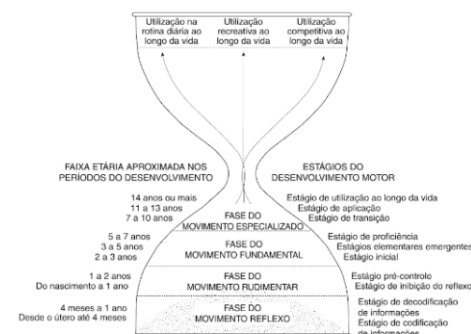


Figura 3.1 Fases e estágios do desenvolvimento motor.

Figure 1. Stages and stages of motor development (GALLAHUE; OZMUN; GOODWAY, 2013 p.69).

For the purpose of this article we seek that the teacher has the understanding and focus on the importance of the phases that go from the rudimentary movement (which are the first forms of movement, occurring from birth to two years), passing through the fundamental movement phase (which includes students of 4 and 5 year old children and elementary and junior high school students), and will take place in the specialized motor phase.

3.4. Understanding the fundamental movement phase

At this stage in which the child arrives in early childhood education and has the first contact with the Physical Education Teacher, he must have the understanding and experience to know that the skills to be acquired in the phase of fundamental movement come from the sequence and baggage of the phase of the rudimentary movement, which children are at the age of exploring and discovering how to use a series of movements of stability, locomotion, and manipulation (GALLAHUE; OZMUN; GOODWAY, 2013, p.70).

It is at this stage that our students will initiate their motor baggage through our classes and we must develop stabilizing activities (which include activities of dynamic balance, static balance and axial movements), locomotor activities (walking, running, jumping and jumping) and manipulative activities , hold, drop, throw, receive and kick), at this stage Gallahue, Ozmun and Goodway separates as follows:

"Initial stage: represents the first child-oriented attempts for the purpose of performing a fundamental skill. The movement is characterized by the absence of certain parts or by an inappropriate sequence, by the greatly restricted or exaggerated use of the body and by poor coordination and rhythmic flow. The spatial and temporal integration of movement is unsatisfactory "(p.72).

"Emerging elementary stages: involve the acquisition of greater motor control and rhythmic coordination of fundamental movement skills. The synchronization of the temporal and spatial elements of movement improves, but the patterns of movement during these stages are still generally restricted or exaggerated, though better coordinated "(p.72).

"Proficient stage: characterized by mechanically efficient, coordinated and controlled performances. The proficient fundamental movement skills are ripe in these three aspects of the process. However, with continuous opportunities for practice, encouragement, and instruction, they are increasingly improving in terms of product components - distance, speed, quantity, and accuracy "(72).

According to the authors, the students should be in the initial stage at about the age of 2-3 years, in the elementary stages emerging between 3-5 years and a proficient stage around the 5-7 years (GALLAHUE; OZMUN; GOODWAY, 2013).

3.4. Understanding the stage of the specialized movement

It is at this stage that the students are in elementary school in the initial years, where they will go all the way to the final years (ninth year) always with the presence of the physical education teacher and it is at that stage that the movements learned and developed in the phase of the a fundamental movement will be refined, since it is in it that the teacher can use the movement as a tool to help in the activities of daily life, in recreation and sports results (sports initiation) (GALLAHUE; OZMUN; GOODWAY, 2013, p.

This stage has three stages (transitional stage 7-10 years, stage of application 11-13 years and stage of permanent use 14 years or more. Stages in which the child's experience and corporal transformation occurs in an accelerated way, and which Gallahue, Ozmun and Goodway separate as follows:

"Transition Stage: During the transition period, the individual begins to combine and apply fundamental movement skills to perform special skills in sporting and recreational environments. Transition motion skills contain the same elements of fundamental movements, with greater form, precision, and control. (...) The fundamental movement skills developed and refined during the previous stage are applied to the game, jokes and situations of daily life. Transition skills are applications of fundamental movement patterns in somewhat more complex and specific ways "(p.73).

In this period involving seven to ten years, the stages are that children develop quickly and take an even greater liking for physical education classes, where we professionals must be prepared to develop our students and leave them astonished with our classes and stimulating through games, small games, pre-sports games, games, songs of wheels, among others, the psychomotor experiences and if necessary to frame and prepare activities of psychomotor reeducation for the students who present "psychomotor deficit".

On the application stage Gallahue, Ozmun and Goodway separate as follows:

"Application Stage: Approximately from 11 to 13 years, there are interesting changes in the development of the individual's abilities. During the previous stage, limited cognitive abilities, affective capacities, and experiences, coupled with the eagerness to remain active, make the normal focus (without adult interference) of movement broad and generalized to "all" activities . At the application stage, increasing cognitive sophistication and the basis of experience enables the individual to make numerous learnings and make participation decisions based on a number of factors of the task, himself and the environment "(p

73-74).

In the eleven to thirteen years of age, our students already have their motor repertoire in formation and we have these students in our hands as if they were a "rough diamond", where through our classes and our interventions and if necessary we must continue the psychomotor reeducation so that our students become in a few years a "stoned jewel" and that they are ready to go to the next step.

Already in the last phase of the specialized movement called Stage of use throughout life, from the 14 years of age Gallahue, Ozmun and Goodway bring us, that:

"This stage represents the apex of the motor development process and is characterized by the use of the repertoire of movement acquired by the individual throughout life. (...) In essence, the lifelong use stage represents the culmination of all previous stages and stages. However, it must be seen as the continuation of a life-long process (p. 74).

3.4. Intervention of motor skills in school physical education classes

Analyzing the psychomotor development of the students and it was noticed that the child can not develop the proposed works adequately, the physical education teacher should intervene whenever necessary so that only through motor practice can he evolve and agree with Le Boulch that in his speech we can find children with psychomotor level corresponding with the chronological age, although other students may manifest difficulties are of a functional or affective origin. Advise to develop the following activities: "I - Games and free expression; II - Coordination of the general body (general coordination and fine coordination of the hand, fingers and oculomotor coordination) III - Perception and knowledge of its own body. verbalization, games of imitation of gestures and attitudes and orientation of the body itself) IV - Rhythm - Adjustment to time, temporal perception (sung wheels and dances, motor plays accompanied by percussion, adjustment with musical theme, expression with (space adjustment, consolidation of notions of topological geometry, organization of the space of action within a group and access to oriented space), (LE BOULCH, 1987, pg 57).

Still in his book "Psychomotor Education - School-Age Psychokinetics," Le Boulch (1987, p. 112) does not say that:

"In the unity of the pedagogical attempt, it is:

a) Adapt appropriately new techniques and motor activities to reinforce and enrich the psychomotor experiences of previous years.

b) Assist in the development of operative intelligence, sensitivity and personality.

More particularly, for this execution it is convenient to:

1 - Allow the child to satisfy their need for movement and play.

2 - Favor the establishment of the necessary conditions for the best physiological, psychological and mental development of the child:

- affirm their motor skills and adaptability;

- assist her in raising awareness of her bodily outline;

- to seek the awareness of the surrounding environment, as well as notions of time, space, rhythm, etc. ;

- facilitate their socialization.

3 - Integrate harmoniously the motor experience to the knowledge acquired in the other disciplines "(p 112).

With all the tools and following a proper planning, the physical education teacher will achieve in a punctual and gradual way auxiliary of the psychomotor recovery of the students and will be able to close and complete the cycle within the chronological age of the student.

3. CONCLUSION

The new trends in physical education (kindergarten and elementary education) should focus on the development of Psychomotricity in its essence, serving as a basis mainly in early childhood education and early through which we will develop in our students the psychological, neurological and motor systems of the children, who will create a baggage, where they will carry it for life, a construction in a generalized way for these students, contributing in day to day actions during their existence, where we should train thinking students and directly involved in the course of classes and not just participants.

In this sense education and psychomotor reeducation appear as tools of excellence both in the process of motor formation, as well as in psychosocial, cognitive and socio-affective formation. Their interventions and proposals, promote varied stimuli that provide, in addition to the motor stimuli, the perception and critical reflection of the medium. The school as an essential field of promotion, rescue and maintenance of culture, among them body acculturation, opens as a space of excellence for the development of such knowledge, especially in the field of Physical Education and its construction based on human movement and culture moving body.

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ABSTRACT

The central idea of this work is to analyze by means of references the importance of Psychomotor Re-education in physical education classes and your relevance as psychomotor practice. Having as main objective to contribute to the integral development of students, proposing issues and ideas related to learning and psychomotor re-education in physical education classes. Physical education teachers today fall short regarding the teaching of psychomotricity in the early years of early childhood education, and in this sense it is necessary the intervention possibilities, or psychomotor rehabilitation to remedy the learning difficulties through the psychomotor practice, which explores bodily functions. We know that learning and the psychomotricity is a global process that involves the whole body, because it is through the physical education classes that we will look at the issues and the cognitive, affective-emotional link and motor in the actions and in the school learning process.

KEYWORDS: Psychomotricity. School Physical Education. Psychomotor Re-education.

Education psychomotrice et rééducation en éducation physique scolaire

RÉSUMÉ

L'idée principale de ce travail est d'analyser, à travers des références bibliographiques, l'importance de la rééducation psychomotrice dans les cours d'éducation physique, de la maternelle à l'école primaire, en utilisant la psychomotricité comme outil essentiel dans les cours d'éducation physique et leur pertinence pratique psychomotrice. Son objectif principal est de contribuer au développement intégral des élèves en proposant des questions et des idées relatives à l'apprentissage et à la rééducation psychomotrice dans les cours d'éducation physique. De nos jours, les professeurs d'éducation physique ne s'intéressent plus à l'enseignement de la psychomotricité dans les premières années de l'éducation préscolaire, c'est pourquoi il est nécessaire d'intervenir, ou de rééduquer psychomoteur pour remédier aux difficultés d'apprentissage par la pratique psychomotrice, qui explore les fonctions corporelles. Nous savons que l'apprentissage et la psychomotricité sont un processus global qui concerne tout le corps, car c'est à travers les cours d'éducation physique que nous observerons les aspects corporels et le lien cognitif, affectif, émotionnel et moteur dans les actions et dans le processus d'apprentissage scolaire.

MOTS CLÉS: Psychomotricité. Éducation physique à l'école. Rééducation psychomotrice.

Educación y Reeducación Psicomotora en la Educación Física Escolar

RESUMEN

La idea central de este trabajo es analizar por medio de referencias bibliográficas la importancia de la Reeducación Psicomotora en las clases de educación física, iniciando de la educación infantil hasta la enseñanza fundamental, utilizando la Psicomotricidad como herramienta vital en las clases de Educación Física y su relevancia como práctica psicomotora. Con el objetivo principal de contribuir al desarrollo integral de los alumnos, proponiendo cuestiones e ideas relacionadas al aprendizaje y reeducación psicomotora en las clases de Educación Física. Hoy los profesores de educación física dejan a desear en cuanto a la enseñanza de la psicomotricidad en los primeros años de la educación infantil, y en ese sentido que se hace necesario las posibilidades de intervención, o, reeducación psicomotora para sanar las dificultades de aprendizaje a través de la práctica psicomotora, que explota las funciones corporales. Sabemos que el aprendizaje y la psicomotricidad es un proceso global que involucra todo el cuerpo, pues es a través de las clases de Educación Física que observar los aspectos corporales y el vínculo cognitivo, afectivo-emocional y motor en las acciones y en el proceso de aprendizaje escolar.

PALABRAS CLAVE: Psicomotricidad. Educación Física Escolar. Reeducación Psicomotora.

RESUMO

A ideia central deste trabalho é analisar por meio de referências bibliográficas a importância da Reeducação Psicomotora nas aulas de educação física, iniciando da educação infantil até o ensino fundamental, utilizando a Psicomotricidade como ferramenta vital nas aulas de Educação Física e a sua relevância como prática psicomotora. Tendo como principal objetivo o de contribuir para o desenvolvimento integral dos alunos, propondo questões e ideias relacionadas à aprendizagem e reeducação psicomotora nas aulas de Educação Física. Hoje professores de educação física deixam a desejar quanto ao ensino da psicomotricidade nos primeiros anos da educação infantil, e nesse sentido que se faz necessário as possibilidades de intervenção, ou, reeducação psicomotora para sanar as dificuldades de aprendizagem por meio da prática psicomotora, que explora as funções corporais. Sabemos que a aprendizagem e a psicomotricidade é um processo global que envolve todo o corpo, pois é através das aulas de Educação Física que observaremos os aspectos corporais e o vínculo cognitivo, afetivo-emocional e motor nas ações e no processo de aprendizagem escolar.

PALAVRAS-CHAVE: Psicomotricidade. Educação Física Escolar. Reeducação Psicomotora.