100 - MOTOR PROFILE OF CHILDREN WITH AGE FROM 9 TO 10 YEARS OLD IN A PUBLIC SCHOOL IN THE CARATATEUA/PA ISLAND

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INTRODUCTION

Now a day the children are very different than they used to be in the past, mainly in their way to play. The modernity reinvented the toys, they have gotten lazybones, for instance, we can list video game, Mp3, Mp4 and notebooks. The relatives are more and more absent during the process of maturation and development of their children because of the need to be in a competitive market, causing changes in the familiar relationships and transferring to school a responsibility that does not belong to it. Other transformation of childish habit occurs due to urbanization and safety that diminishes the spaces and freedom to usufruct the moment to play.

Besides, the factor of precocious school initiation turns the teaching institutions into responsible for vast part of the motor, emotional, cognitive and social stimulation. So the school turned itself into a important space to children to try new experiences. The school, before this new demand of children's necessity, passed to have fundamental importance in the structuralization of the psychomotor development, preparing the base, the foundation that will be determinants in the acquisition of news learning, inside and outside of school (GONÇALVES, 2008).

Development, according to Rosa Neto (2002) represents the acquisition of the functions more and more complex, occupies phenomena that indicates the progressive differentiation of the organ and its specializations, in the maturation of its function and currently, it represents doubly physic and functional increasing. This process starts from human being conception, studies prove that motor behavior of the fetus represents a considerable temporal variability and inter-individual, besides, it has its muscular activities since early, even in the beginning they are disorganized responses. But after different stimulus they turn into structured responses. Fonseca (1993) affirms that the movement and its end are one unit; since the fetus motricity until full maturity, passing the moment of the delivery and for successive evolutions. The movement is always projected to satisfy a relational need. The relation between movement and its end is improved more and more, as result of a progressive differentiation of the integrative structures of the human being.

The motor development, according to a descriptive approach is characterized from levels (stages) that represent peculiar characteristics of periods reasonably homogeneous, in which internally every stage has a evolutive nature. The initial level is the phase of disordered reflexes that finishes in a more specialized phase, culturally entailed and individually differenced. That's why many authors judge the motor development as a sequential evolutive process, dependent of the interactions between maturation and learning as well as continual alteration in the motor behavior along lifetime, proportionated by interaction between the tasks need, the biology of the individual and the atmosphere's conditions (GALLAHUE; OZMUN, 2005; TEIXEIRA, 2001).

The basic skills are abilities that support all kind of posterior acquisition that are possible and more effective, indicating everything that the children can learn and their needs, in addiction, it is a predictable sequence of movement, being similar for all children, varying just the speed (OLIVEIRA; MANOEL, 2005).

There is phase that is known to be a stage of slow development. This one comprehends the age group between 6 to 12 years old. Eckert (1993) asseverated this stage is characterized for being a likely period to improvement and stabilization of skills and capacities acquired anteriorly.

The tests of motor evaluation demonstrate many problems, they can be corrected through appropriated techniques and a psychomotor reeducation program. It's not needed to label the child if has not a good score in his development. The professional must find manners to supply the child's lack, because most children who evince retardation in their development, live in a atmosphere destitute of stimulus.

According to Rosa Neto (2004), the stimulation is fundamental to childish development, because, thanks to motor explorations, the child develops aware of him and of the exterior world, whereas the motor skills help the child to acquire independence and social adaptation. Therefore, in evaluation terms, the motor experiences represent vital conditions of adaptation. The poverty of individual's exploration field will retard and limit its perceptive capacity (THOMPSON quoted by FERREIRA, 2000).

This study has as main objective to analyze the Motor Development (MD) of children between 9 and 10 years old. To measured this work, it was necessary to use a test that involves the ample motor coordination.

PROCEDURE'S METHOD

This is a field research carried out in a quasi-experimental form, non probalistic, characterized as diagnostic-descriptive. This method was used in order to diagnose questions related to the lack of the motor development, delineating a group motor profile.

1. Sample

The sample was selected intentionally, 30 children participated of this study. They comprehended between 9 and 10 years old, 20 of their were female and 10 were male. They were students from Referência em Educação Ambiental Foundation in the school Bosque Professor Eidorfe Moreira, that was also intentionally selected because this school was the only one with adequate space to apply the tests. The criterions of exclusion and inclusion are the following:

CRITERIONS OF INCLUSION	CRITERIONS OF EXCLUSION
Children in school	Children not in the school
Both sex	Children who does not live in Caratateua Island
Age from 9 and 10 years old	Age less than 9 years old
Children who lives in Caratateua Island	Age less than 10 years old

2. Experimental Delineation

The children of this study were submitted to test Gross Motor Development (TGMD-2), proposed by Ulrich (2000),

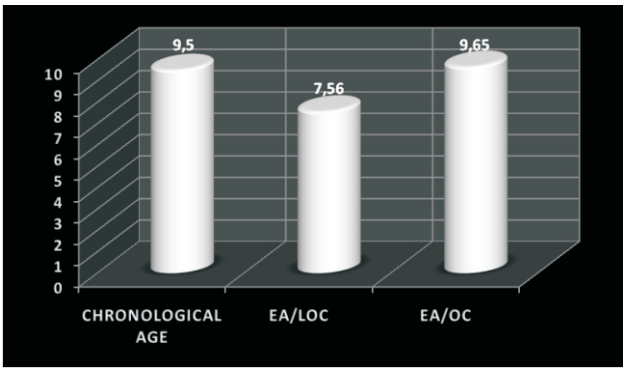
whose objective is to evaluate the ample motor development though two subtests: locomotor (running, trotting, jumping with just one foot, leaping. horizontally and sliding) and control of object (returning a stationary ball, hitting the ball on the ground, receiving, kicking, throwing over the shoulder and rolling below the shoulder). The evaluations follow the protocol order with the tasks that comprehend the set.

3) Analysis of the data

The children performance in every task was evaluated qualitatively through criterion of performance proposed by the test, concerned to a execution biomechanically efficient of skills. If the performance served to a determined criterion, it would score one point, if not, any point would be scored. The sum of all points reached by the child formed, according to tests rules, the brute score. All children were filmed in S-VHS tape, these recordings were analyzed posteriorly by two experienced appraisers.

RESULTS AND DISCUSSIONS

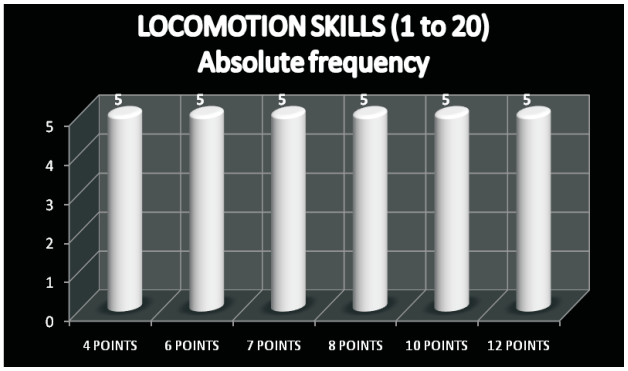
The results demonstrated in the graphic 1 evidence a difference between the average of chronological age (9,5 years old) and the equivalent age to locomotion skills (7,56 years old) and objects control skills (9,65 years old) of all the children



Graphic 1: Comparison between the medium chronological age and the equivalent ages for locomotion skills and objects control skills.

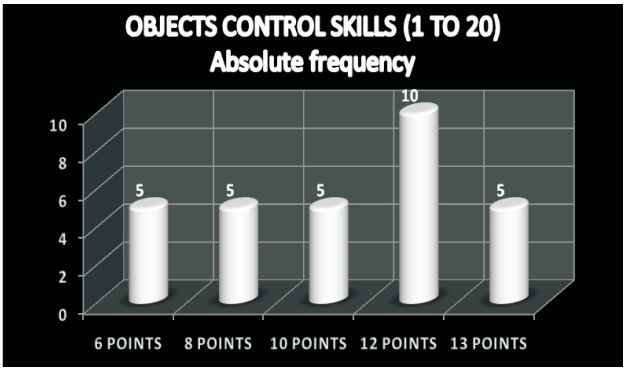
Therefore, revealing a general retard of 1,94 years old when we compare the chronological age and the EA/LOC (equivalent ages for locomotion skills) and a superior index of 0,15 when we compare with EA/OC (equivalent ages for objects control skills). It means that the children demonstrate performance below their chronological age in tasks to skills of LOC and practically equalize in skills of OC, what suggest that the motor experiences presented to them are not adequate or enough and, it was noted a lack of organization and systematization related to proposed content. The lack of opportunities of several practices, in the same proportion to skills of LOC and skills of OC and the non-existence of instruction are items that can determine a performance below of the expected (ANDRADE et al, 2006).

Corroborating the graphic 1, we noticed through graphic 2 and 3 that most children obtained scores below the average to skills of LOC (the scores to the subtests are 1 point for the minimum and 20 points for the maximum).



Graphic 2: numbers of children and their respective scores in the subtest of Locomotion skills.

We can observe through graphic 2 that 20 children scored below the average, 5 were in the average and only 5 were above the average. In the graphic 3, in the subtest of skills of OC, 10 children scored below the average, 5 were in the average and 15 scored above the average.



Graphic 3: numbers of children and their respective scores in the subtest of objects control skills.

But, in spite of the chronological age to be inferior to motor age in the subtest of OC skills and significantly superior to motor age in the subtest of LOC skills, most of the children was classified in the average (83%). This demonstrates that the school physical education is offering an atmosphere that propitiates motor experiences and supplies children needs with various levels of skills and experiences (VALENTINI 2002).

CLASSIFICATION	NUMBER OF CHILDREN	RELATIVE FREQUENCY
VERY SUPERIOR	0	0%
SUPERIOR	0	0%
ABOVE THE AVERAGE	0	0%
AVERAGE	25	83%
BELOW THE AVERAGE	0	0%
POOR	5	17%
VERY POOR	0	0%

Chart 1: numbers of percentage of children in each classification of the TGMD-2.

CONCLUSIONS

King Thomas (quoted by VALENTINI, 2008) mentions that the identification of levels development and functionality of children is essential to the development of interventionist programs that have as objective to fortify the development of new skills, to remedy difficulties already fixed and/or to develop new movement strategies.

The professionals need to identify the factor that limits the movement, taking decisions concerning to what kind of motor skills should be emphasized in their class, how much time as well as tracing goals of performance to the children; this will be possible only through the motor development diagnostic. So, the correct way to understand a child is to comprehend movement, because is influenced by several genetics and atmosphere factors that provide cognitive, affective and motor development, that are directly related to learning development. These aspects could be identified more clearly through the using of efficient evaluation instruments.

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MOTOR PROFILE OF CHILDREN WITH AGE FROM 9 TO 10 YEARS OLD IN A PUBLIC SCHOOL IN THE CARATATEUA/PA ISLAND

ABSTRACT

This study has as focus of interest the Motor Development (MD), of children between 9 and 10 years old. To measured this work, it was necessary to use a test that involves the ample motor coordination. This test was proposed by Ulrich (2000) and authenticated in Brazil with a gaucha people by Valentini (2008), it was named Test of Gross Motor development Second Edition (TGMD-2). In order to carry out this research, 30 children were selected from a public school of Caratateua island in Para state. 20 children were female and 10 were male. The result indicated that 83% of children are classified as medium level and 17% as poor level. The average of chronological ages among all analyzed children is 9,5 years old, the equivalent age for locomotion skills is 7,56 years old and the equivalent age for objects control skills is 9,65 years old. The average for objects control skills was superior than locomotion skills. Then, the obtained results permit us to suggest that each age group has a prívate way to acquire motor skills, that's why each one needs to be adequately stimulated in a global way (educational and familiar atmosphere, biologically and tasks). In this context, stand out the importance of an instrument of mensuration of the development to support the planning of a structured intervention in the real needs of the students.

KEY WORKS: motor valuation, motor skills, childish development.

PROFIL MOTEUR D'ENFANTS ÂGÉS DE 9 À 10 ANS DANS UNE ÉCOLE PUBLIQUE DE L'ÎLE DE CARATATEUA/PA

RÉSUMÉ:

Cette étude possède comme centre d'intérêt le Développement Moteur (DM), d'écoliers de 9 à 10 ans, et pour celte mesure a été utilisé une épreuve qui implique la coordination moteur ample. Ce teste, qui fût proposé par Ulrich (2000) et certifié au Brésil avec une population gaúcha, par Valentini (2008), et intutulé Épreuve de Développement Moteur Gros deuxième Édition ou Épreuve de Développement Moteur Épais (TGMD-2). Ainsi, out été sélectionnés 30 enfants d'une école publique de l'île de Caratateua, située dans l'état de Pará, sait 20 enfants Du sexe féminin et 10 du sexe masculin. Les résultats ont indiqué que 83% des enfants sont classés dans le niveau moyen et 17% dans le niveau pauvre, et du total des enfants analysés, la moyenne d'âge cronologique est 9,5 ans, l'âge équivalent pour les capacités de la locomotion est 7,56 ans et l'âge équivalent pour l'habilité de contrôle d'objets est de 9,65 ans. La moyenne pour l'habilité du contrôle d'objets a été supérieure aux capacités de la locomotion. Ainsi, les résultats obtenus nous permeltent de suggérer que chaque tranche d'âge a une forme particuliére pour les acquisitions des habilites moteur et que pour cela, doinvent et re stimulés convenablement d'une manière globale (école et atmosphère familiale, biologiquement et dês corvées). Dans ce contexte, se remarque l'importance d'un instrument de mesure du développement pour favoriser l'organisation d'une intervention structuré pour les necessities réelles des êlèves.

MOT CLEF: Evaluation moteur, capacités moteurs, développement de l'enfant.

El PERFIL DE MOTOR DE NIÑOS CON la EDAD DE 9 A 10 AÑOS EN UNA ESCUELA PÚBLICA EN LA ISLA DE CARATATEUA/PA

RESUMEN:

Este estudio posee como el enfoque de interés el Desarrollo De motor (DM), de niños escolares entre 9 a 10 años y para que eso fuera moderado, se usó una prueba que involucra la coordinación del motivo ancha. Pruebe esto, que se propuso por Ulrich (2000) y autenticó en Brasil con un gaucho de la población para Valentini (2008), tituló de Prueba de Desarrollo del Motor Grueso Segunda Edición o Prueba de Desarrollo De motor Espeso (TGMD-2). Tanto, se seleccionaron 30 niños de una escuela pública de la Isla de Caratateua localizado en el estado de Pará, mientras siendo 20 hembra de los niños y 10 varón. Los resultados indicaron que 83% de los niños son clasificados en el nivel elemento y 17% en el nivel pobre, y del total de los niños analizados, el promedio de la edad cronológica es 9,5 años, la edad equivalente para las habilidades de locomoción es 7,56 años y la edad equivalente por las habilidades de mando de objetos es 9,65 años. Y el promedio para las habilidades de mando de objetos fue los superiores a las habilidades de la locomoción. Con eso, los obtuvimos nos resultamos ellos permiten sugerir que cada grupo etario tiene un formulario privado para la adquisición de habilidades del motivo y que para esa necesidad a ser estimulada apropiadamente de una manera global (la escuela y la atmósfera familiar, biológicamente y tareas). En este contexto, el destaca la importancia de un instrumento de medida del desarrollo para favorecer la planificación de una intervención estructurada en las necesidades reales de los estudiantes.

PALABRAS CLAVE: La evaluación del motivo, las capacidades del motivo, el desarrollo infantil.

PERFIL MOTOR DE CRIANÇAS COM IDADE DE 9 A 10 ANOS EM UMA ESCOLA PÚBLICA NA ILHA DE CARATATEUA/PA

RESUMO

Este estudo possui como foco de interesse o Desenvolvimento Motor (DM), de crianças escolares entre 9 a 10 anos e para que esse fosse mensurado, foi utilizado um teste que envolve a coordenação motora ampla. Teste este, que foi proposto por Ulrich (2000) e convalidado no Brasil com uma população gaúcha por Valentini (2008), intitulado de Test of Gross Motor Development Second Edition ou Teste de Desenvolvimento Motor Grosso (TGMD-2). Para tanto, foram selecionadas 30 crianças de uma escola pública da Ilha de Caratateua situada no estado do Pará, sendo 20 crianças do sexo feminino e 10 do sexo masculino. Os resultados indicaram que 83% das crianças estão classificadas no nível médio e 17% no nível pobre, sendo que do total de crianças analisadas, a média da idade cronológica é 9,5 anos, a idade equivalente para habilidades de locomoção é 7,56 anos e a idade equivalente para habilidades de controle de objetos é 9,65 anos. E a média para as habilidades de controle de objetos foram superiores para as habilidades de locomoção. Com isso, os resultados obtidos nos permitem sugerir que cada faixa etária tem uma forma particular para a aquisição de habilidades motoras e que para isso precisam ser estimuladas adequadamente de uma maneira global (ambiente escolar e familiar, biologicamente e tarefas). Neste contexto, destaca-se a importância de um instrumento de mensuração do desenvolvimento para favorecer o planejamento de uma intervenção estruturada nas necessidades reais dos alunos.

PALAVRAS-CHAVE: Avaliação Motora, capacidades motoras, desenvolvimento infantil.

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