101 - THE PSYCHOMOTOR PHYSICAL EDUCATION CLASSES IN CHILDREN: A CASE STUDY

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INTRODUCTION

The Psychomotricity originated in France, where he finds a major boost in the early twentieth century (Negrin, 1998). The term psychomotor speech came amid a neurologist who found through neurophysiological studies some serious dysfunctions in the movement did not cause brain damage and no other injury that could be easily identified.

According Negrin (1998, p. 33), "etymologically, the psychomotor has its origin in the Greek psyche, meaning soul, and bike in the Latin verb that means to move often, shake hard."

According to Carr (2002, p. 07), "in late 1970 and early 1980, was brought to Brazil the current psychomotor based on interdependence between cognitive and motor development."

The moment that happens to be published psychomotor spreading its purposes and to prepare a teaching, physical education child organizes its content through games anchored in traditional recreation (Negrin, 1998). And thus becomes a foundation tool for the teacher who can develop their activities using the basics psychomotor and matching them to their contents.

Historically, physical education does not present a pedagogical consistency in school education and pre-school, that leaves a void that competed to occupy properly psychomotor (Negrin, 1998). It falls on the teacher to insert in your teaching plan, clear goals and specific to facilitate rapid learning, thus contributing to the development of children.

The present study focuses on pre-school education, more precisely determine whether the psychomotor aspects associated with the motor, affective, cognitive and social development is used as a pedagogical tool for teaching, based on the physical education classes.

The relationship between psychomotor and physical education must start from the discussion of the historical approach between the two, because they are designed to treat areas of knowledge that some body practices (Negrin, 1998).

The Brazilian Society of Psychomotricity, psychomotor and defines:

The science that has as its object of study of man through his body in movement and in relation to its internal and external world. It is related to the maturation process, where the body is the source of acquisitions cognitive, affective and organic (...) is a term used to design a movement organized and integrated, according to the experiences of the subject whose action is the result of its individuality, its language and socialization.

According to the Law of National Guidelines and Bases - art. 26, III (1996), Physical Education, integrated into the school's pedagogical, curricular component is compulsory basic education. Therefore, the teacher can provide and develop physical activity during class that seeks to exploit the spaces provided, using objects and alternative materials, sizes, shapes and various colors that arouse curiosity and creativity of the student and to encourage the development of psychomotor aspects. . For Mello (1996, p. 38), "during the playing of games for children, especially those organized with a good level of creativity on the part of teachers, can be produced in an appropriate manner, the stimulation of many psychomotor functions."

As pointed out by the National Curriculum Early Childhood Education, when given the opportunity for children to experience imaginative play and created for themselves, they may trigger your thoughts to solve problems that are important and significant. Thus, providing the game, it creates a space where children can experience the world and internalize a particular understanding about people, feelings and diverse knowledge.

Psychomotor skills and fundamentals, considered by authors such as Foster (2003), Fonseca (1996) and Le Boulch (1987), are:

Global Motor Coordination. Respect of the activity of large muscles and depends on the ability of postural balance in being able to perform multiple movements simultaneously (Le Boulch, 1987);

Equilibrium. The notions of balancing allow the body to stabilize itself in an attitude reference that provides sensory and motor confrontation with the outside world for the forces of gravity (LE Boulch, 1987);

Body Scheme. The notion of body schema represents a psycho-physiological process that originates in the sensory data that are sent and delivered by the motor structures, resulting from the movement performed by the subject (FONSECA, 1996, P.58);

Organization space / time. Getting organized movement of the domain: location. Through this skill, you can sort, select, organize and deduce (FERREIRA, 2003);

Laterality. It is the ability to easily use either arm or leg. According to Ferreira (2003), when this capability is developed, it forms the inner consciousness of symmetry (left and right);

Rhythm. Field of neuro-muscular coordination, speed and the perception of space-time, balance and muscle strength (FERREIRA, 2003).

Since the practice of these elements during physical education classes in the middle of games, games and activities in general, aim to reduce the potential learning difficulties that may appear later. The teacher should follow and observe the movements made by children and realize the difficulties presented by them.

According to the LDB - Article 29 of the Early Childhood Education, "is the first stage of basic education, aims at the holistic development of children up to six years old, in their physical, psychological, intellectual and social development, complementing the action family and community.»

The integration of early childhood education in basic education is a recognition that education starts early in life, having as its purpose the development of the child to serve for a lifetime. In recent years, to Freire (2009, p.15), "early childhood education began to convey the idea of the importance of educating a child in the first period of his life."

Movement activities and games that are conducted by physical education teachers when well prepared, organized and motivated, according to educational goals may represent an important educational tool in the pursuit of motor development, emotional and social psychomotor having as vertex.

In kindergarten, children usually have between four and five years old. These are classified in the phase of the

fundamental movements (2-7 years), where the child is involved in exploration and experimentation of the motor skills of your body, motor experience in expanding motion stabilizers, locomotor and manipulative, first alone and after combined mode, moves that should be encouraged for the development of fundamental movements such as running, jumping, throwing, catching, walking firmly and balancing on one foot (Gallahue & Ozmun, 2005).

METHODOLOGICAL PROCEDURES

This study consisted of a case study that proposed a qualitative approach without neglecting the quantitative aspects. According to Lakatos & Marconi (2008, p.269), "The qualitative approach focuses on addressing the deeper aspects, describing the complexity of human behavior." Thus being a field research and descriptive.

So the instruments used for data collection were: open interview with Professor of Physical Education, direct observation, unsystematic and not participating in PE lessons children's school APAE-AP, which is located in the city of Macapa, AP.

We emphasize that participated in the quantitative classes of 10 students (6 females and 4 males), aged 4 and 5 years old, and none of them have any physical limitations or cognitive impairments. In the period of the observations were made with written notes and records of shooting with the Olympus digital camera 8.0 megapixel.

The analysis and discussion of the data were weighted as described and observed and records related to the teacher directed the interview and analysis of the Plan Organization of Physical Education's school.

PRESENTATION AND DISCUSSION OF RESULTS

Assuming the observations made during physical education classes and child interview we can consider the following results:

With respect to physical education classes serve as a foundation to develop the psychomotor aspects in children, the teacher says "As the Physical Education responsible for motor and cognitive development, even helps with socialization. "That is, the actual Physical Education provides motor development, cognitive and social, but it takes planning for the games and games with meaningful goals lead the child to learn by playing.

The teacher to respond that it uses the psychomotor objectives in physical education classes, argues that "aims at building the mental representation of the positions and movements." We believe that the psychomotor, science of man through your body in motion, is surrounded by objectives that are relevant in childhood, positions and movements, teaching tools that can be used by the teacher to realize the resourcefulness of some motor functions .

Given the experience that should be offered to students, psychomotor elements, you must realize the difficulties, emotions, expressions, to show that children perform the movement. With this, Borges (2002, p.42) states that "motor functions that are acting in an integrated manner, allow the harmonic performance of the child in the world.»

In asking about the act of play and it can be used as a pedagogical tool that promotes the development of psychomotor aspects in children, the teacher argues that "the act of playing encompasses concepts of Physical Education, and is a foundation for the development child (...)".

In the observations, we found that some activities with the children were inherent in the cognitive, affective and social, are dominated by the relationship with others and through others is that he recognizes their body image. Thus Fonseca (1996, p. 65), emphasizes that "the other is for the individual directs all its affective potential, which are the basis of all future investments engines on the world.»

The educational activities of teaching that were worked by the teacher, the child required concentration, creativity, imitation, stimulation and encouragement to the questioner thought to resolve potential problems. Students repeatedly were free to create their own games, individual or collective, and the objects provided by the teacher, in various colors, sizes, weights and quantities. And as pointed Fonseca & Mendes (1987, p.97), "is therefore the practice of the object plus the practice of the body, the real learning of these attributes and their properties (shape, volume, weight, position in space, etc.). ".

However, it was realized that these activities contribute positively causing free spontaneity, enjoyment and respect among students who do not deny, for example, the participation of another when their games started and created. Since some of them provide encouragement and practical aspects of engines, games such as jump rope, travinha, bowling pin, canes, balls hit in the box color, catch the ball, among others.

Regarding the psychomotor practice in early childhood education, the teacher explains that "Since early childhood the first stage of basic education (...) is extremely important to reflect on the role of physical education in child development (...) ". It is noteworthy that in this period, the stimulus should be triggered and so contributing to potentiated integral formation of students, and the Physical Education classes gateways to facilitate the development of psychomotor aspects that are fundamental not only in childhood, but for any another age, is a teenager, young adult or old.

Piaget's contributions when referring to the study of child development are essential, which ensures there is a key age: all ages are important because the child is always beating phases. And the teacher should be the mediator with dynamic function of the educational process (Borges, 2002).

As noted Negrin (1998, p.20), "Physical Education - that just evolves to propose alternatives for teaching children at pre-school is to serve (...) is methodological framework than psychomotor somehow emerges as a pedagogical innovation in our context. "

From this analysis, we know of no negligence and scope of the concept of psychomotor training on the physical education teacher, this indicator shows that they do not feel able to act at this stage, so in recent years has been the target of psychomotor studies and alternatives teaching for educators of grades.

Analyzing the Organizational Planning Physical Education's school, we can see that there is concern in the construction of the self in body, for psychomotricity is included in the content and teaching strategies and it is worth noting that the proposed methodology is based on the National Curriculum References Physical Education MEC.

One can understand the need to address the psychomotor practice in physical education classes for children, the teacher should seek information that supports and helps to plan clearly and objectively, thus facilitating the development of classes and therefore of children.

FINAL REMARKS AND RECOMMENDATIONS

The study made us think that the psychomotor practice is rarely used as a pedagogical tool to develop the physical education classes for children, as the goals developed by the teacher were not directed specifically to this field. But, according to a survey conducted during the research literature it is known the importance of psychomotor be used as a pedagogical tool to develop the physical education classes in the pre-school.

We must put into practice the ideas that are relevant to the topic related psychomotor, in the midst of creativity and planning lessons, and from information obtained from about the versa that it take into account the aspects and psychomotor functions of children to develop activities .

The Physical Education classes, provided little (in the observed period) students a practical experience of specific psychomotor basics, these were seen only in situations of low intensity and fast.

The games and activities in general, can and should be used as a pedagogical tool that promotes the development of motor aspects, affective, cognitive and social. However, goals must be developed properly, and to avoid undermining the development of students.

It is recommended that the physical education teacher has a continuing education that seeks depth information on the psychomotor, because it is one of the main tools to be used when classes in early childhood education.

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THE PSYCHOMOTOR PHYSICAL EDUCATION CLASSES IN CHILDREN: A CASE STUDY

SUMMARY

The present study emphasizes early childhood education and its relationship with the psychomotor elements, as essential components for the development of the child. This work has as main objective to verify if the motor aspects associated with the psychomotor, affective, cognitive and social development is used as a pedagogical tool for teaching, based on the physical education classes. The research was characterized as a case study that proposes a qualitative approach, this way, and field and descriptive. The instruments used for data collection were: open interview with Professor of Physical Education, direct observation, systematic and non-participant. During our observations, it was revealed that the elements are present in psychomotor activities proposed at random, without a specific concern for the teacher, ie, without prior planning. The psychomotor is surrounded by purposes that are relevant in childhood and in the face of experience that should be offered to students, psychomotor elements, you must realize the difficulties, emotions, expressions, they demonstrate to perform the movement.

KEYWORDS: Psychomotor, Physical Education, Early Childhood Education.

LE CLASSES PSYCHOMOTEUR ÉDUCATION PHYSIQUE CHEZ LES ENFANTS: UNE ETUDE DE CAS

SOMMAIRE

La présente étude met l'accent sur l'éducation de la petite enfance et de sa relation avec les éléments psychomoteur, comme des éléments essentiels pour le développement de l'enfant. Ce travail a comme objectif principal de vérifier si les aspects moteurs associés à la psychomoteur, affectif, cognitif et social est utilisé comme un outil pédagogique pour l'enseignement, sur la base des cours d'éducation physique. La recherche a été caractérisée comme une étude de cas qui propose une approche

qualitative, de cette façon, et sur le terrain et descriptif. Les instruments utilisés pour la collecte de données ont été: interview ouverte avec le professeur d'éducation physique, l'observation directe, systématique et non-participants. Au cours de nos observations, il a été révélé que les éléments sont présents dans les activités psychomotrices proposées au hasard, sans un souci particulier pour l'enseignant, c'est à dire, sans planification préalable. La psychomotricité est entouré par des fins qui sont pertinents dans l'enfance et à la face d'expérience qui devraient être offerts aux étudiants, aux éléments psychomoteur, vous devez réaliser les difficultés, les émotions, les expressions, ils démontrent à effectuer le mouvement.

MOTS-CLÉS : Psychomoteur, l'éducation physique, Early Childhood Education.

LA PSICOMOTRICIDAD CLASES DE EDUCACIÓN FÍSICA EN LOS NIÑOS: UN ESTUDIO DE CASO

RESUMEN

El presente estudio hace hincapié en la educación infantil y su relación con los elementos psicomotores, como componentes esenciales para el desarrollo del niño. Este trabajo tiene como principal objetivo de verificar si los aspectos motores asociados con la psicomotricidad, el desarrollo afectivo, cognitivo y social se utiliza como una herramienta pedagógica para la enseñanza, basada en las clases de educación física. La investigación se caracteriza por ser un caso de estudio que propone un enfoque cualitativo, de esta manera, y de campo, descriptivo. Los instrumentos utilizados para la recolección de datos fueron: entrevista abierta con el profesor de Educación Física, la observación directa, sistemática y no participante. Durante nuestras observaciones, se reveló que los elementos están presentes en las actividades de psicomotricidad propuesto al azar, sin una preocupación específica para el maestro, es decir, sin una planificación previa. La psicomotricidad es rodeado por los propósitos que son relevantes en la infancia y en contra de la experiencia que se debe ofrecer a los estudiantes, elementos de psicomotricidad, usted debe darse cuenta de las dificultades, las emociones, expresiones, demuestran que realizar el movimiento.

PALABRAS CLAVE: Psicomotor, Educación Física, Educación Infantil.

A PSICOMOTRICIDADE NAS AULAS DE EDUCAÇÃO FÍSICA INFANTIL: UM ESTUDO DE CASO

RESUMO

O presente estudo prioriza a educação infantil e sua relação com os elementos da psicomotricidade, enquanto componentes essenciais para o desenvolvimento da criança. Este trabalho tem como principal objetivo verificar se a psicomotricidade associada aos aspectos motor, afetivo, cognitivo e social é utilizada como ferramenta pedagógica de ensino, tomando como base as aulas de Educação Física. A pesquisa caracterizou-se como um estudo de caso que propõe uma abordagem qualitativa, desta maneira, sendo de campo e de caráter descritivo. Os instrumentos utilizados para coleta de dados foram: entrevista aberta com o Professor de Educação Física, observação direta assistemática e não participante. Durante nossas observações, foi possível perceber que os elementos da psicomotricidade estão presentes nas atividades propostas de maneira aleatória, sem uma preocupação específica por parte do professor, ou seja, sem um planejamento prévio. A psicomotricidade está rodeada de finalidades que podem ser consideradas pertinentes na infância e, diante da vivência que deve ser proporcionada aos alunos, dos elementos psicomotores, é preciso perceber as dificuldades, as emoções, expressões, que elas demonstram ao realizar o movimento.

PALAVRAS-CHAVE: Psicomotricidade, Educação Física, Educação Infantil.