44 - MOTORS ACTIVIY FOR DISABLED CHILDREN FROM TWO TO SIX YEARS OF AGE

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1. INTRODUCTION

The objective of this article is making an account of experience developed in the practice pedagogic of the Physic Education with heterogeneous group disabled children from two to five years of age in the Program of Motor activity for disabled person - PROAMDE at the Universidade Federal do Amazonas (Federal University of Amazon), whose reason for existence is to provide opportunities for the practice of motor activities for persons with deficiencies, viewing the possibility of the development of their potentials of motor abilities as well as provide sociability, self esteem, well being and a better quality of life.

The program started to receive this children in 2005 march with the objective provide to them practice physical education more early possible, contributing to disabled children's development.

Afterwards we'll show the importance of physic education for childhood development, some questions about handicapped as well as model of physic education carried with children on PROAMDE.

1.1The importance of the physic education in the childhood

The physic activities are fundamentals in the childhood, because in this phase that the child start to develop the basic motor skills, and this happen in different ways, but mainly through entertainment. The entertainments are the basic way that the children know the body self and their motives capacity

According Gallahue (2003), to play serve as facilitator important of the cognitive and affective growth; as well as important way to develop as much refined motors skills as rudimentary motor skills.

Award (2006) say recreation can to contribute fundamentally in the motive formation, giving possibilities so that children can to express her free spontaneous and unaffected feeling, developing not only motive aspect as too cognitive aspects.

In the first childhood, the corporal action still predominates on mental action. From then on, as long as appropriate, is undeniable the contribution physic education for human global development, providing activity that facilitate for children has conscience of her body and her actions (MED SPORT, 2004).

When development's children in first childhood is satisfactory three first big groups of skills should to be enough constituted, in other words, children will show nimbleness to move, manipulate objects and to keep corporal positions (FREIRE, 1998).

Then is basic skills formation in the child that will be assure a better performance to next , in this meaning physic education give to child more motive skills for many activity.

According Freire (1997) the benefit of the physic activity in the child's development is unquestioned. The author say the child that practise physic activity obtain “increase ok skills to satisfaction of the demand of activities of day-by-day; improvement motive skills; reduction of injuries; improvement self-esteem; improvement of the responsibility sense and group; improvement of the proper confidence; improvement of the social adaptation; improvement of personal expression and freedom; e a bigger development space-time”.

The physic education importance is to ensure learning of the corporal activities generated by culture. This means that activities differentiate of a place for another one, a time that the culture also is different, characterizing the totality human being. This importance is in the relation between individual, environment and activity.

“Such operational model point that relevant factors to activity, to individual and environment are not only influence one for the other (interaction), but else can be modified (transaction) one for the other” (GALLAHUE, 2003).

The more stimulation are given for child to improve her motive skills, greater will be her development. These stimulations are worked from activity that proposed that need to be ever with playful aspects.

Working playfully with or without materials, the child enjoy herself exploring the movement, learning and still mixing with other children, that demonstrate contribution of the physic activity else in field social affective. Is through interactions among others, the child will be building her world and developing her self-concept and self-esteem (MED SPORT, 2004).

1.2 Development of the basic skills

In order to understand better we starting appraise development, according Bernhoeft (2005), is intensely related with growth and maturity, but presents a biologic and mannering context. In accordance with author the development can be classify like:

Biologic development - it involve the differentiation of the cell capacity her to carry out specialized functions or to refine functions already existing. He can or not to involve growth of tissue and habitually it happens during the prenatal period. *Mannering development* - related to evolution of intellect attributes, psychic and social. *Motive development* - is defined as progressive change in motive performance, resulted of growth, maturity and biologic and mannering development.

The development of the basics skills should be observed from biologic, environmental perspective and of motive activity. In other words, according Rodrigues (2003) the little child's development is conditional to many requirements: action freedom, enough physic space and diversify apparatus elements.

From two to five years of age it's the so-called phase of basic movements of the children. In this phase the children learn important physics abilities like: coordination, time space orientation, balance, social contact, beat and differentiation.

This phase the child need to exercise as much the basic movement as motive skills, of many way, for satisfy her reels necessity and interests (RODRIGUES, 2003).

The movement has a big biological, psychological, social, cultural and evolutive importance, a time that, is through it that human being interact with environment to achieve him objectives or to satisfy him necessary, in other words, is the childhood's essence. He gives the principal way for which the child explores, relates and controls her environment (MED SPORT, 2004).

Is else through movement that human being mix with another people, learn about himself, who he is and what he just can do, and else about him social circle.

According Gallahue (2003) the basic motive phase of development ensue a progression that can be subdivided in

periods of training. The child cognitive and physically normal, progresses of one I serve as apprentice to another one of way sequenced influenced as much maturity as experience.

The disabled children develop down ensue same periods of training, but more slow, they has more time between the initial way and mature standard (CURTISS, 1988).

For this children development is extremely individual and most of time don't relate with age group. Each child has her learning time according standard of severity of the deficiency and stimulations that they are considered to them.

According Barros *et all* (2003) the process of growth and development occur according the rate that is determined for genetic potential, over influence of environment factors. Like this environment condition including opportunity to practice, encouragement and intuition are determined for development of mature standards of basic movement. The entertainments and instructive experience will be to influence a lot.

Like this to understand the process of skills acquisition in child we should to admit that, at least, there is an interaction between the child and particular circumstance. Therefore each child will be to acquire and to develop her motive skills in self time, in other words, the development is related to age, but not depend her.

1.3 Some deficiency aspects

The United Nations Organization esteem that 450 millions people of the world have some type of deficiency, in the Brazil approximately 10% of population is constituted for people with some type of deficiency, in other words, are about 16 million of people that, because of their deficiency, have difficulty or hindered, total or partially, the accomplishment of their social or particular activities (AMORIM, 2000).

It is important to recognize the ideas that direct the conception with regard to the deficiency to prevent stereotypes normally together this word. We will start clarifying the difference between deficiency and incapacity, because daily they've been used as synonymous.

In accordance with international classification of functioning, disability and health - CIF (2003) the words above quoted can be defined as follows:

Incapacity can be activity limitations of activity and restriction of activity. *Limitations of activity* are difficulties that an individual can have in the execution of activity. *Restriction of activity* are problems that an individual can face when is busy in situations of life.

Deficiency is defined as problems in the functions and body structure, one significant deviation or one loss. *Body functions* are the functions physiological of body system (also psychological functions). And *body structures* are anatomic part of the body like organ, member and its components.

Else shouldn't confuse deficiency with disease, according CIF (2003), deficiencies “can be part or an expression of the condition health, but don't indicate necessarily presence of the disease or that individual should considered sick person”.

In our society, even though the ONU and the OMS have tried to eliminate the incoherencies of the “concepts”, the word “deficient” has a very strong meaning or force. In a way it is opposed to the word “efficient”. To be “deficient” among other things means to not be able to function up to capacity. (RIBAS,1985)

In every place in society there exists different cultural values that are based on the way society is organized. These are values that are reflected immediately in the minds and images of man, and direct their actions. These are values that end up reflecting in the words that man utters. Thus being in all societies the word “deficient” acquirers a cultural value according to their pattern or value, rules, normality's that have been established in the center of their social relationships.

2. METHODOLOGY

This work was carried with a children group of the Program of Motor activity for disabled person (PROAMDE) formed for children with physic and mental disabled. It was carried class of adapted physical education two times in the week with one hour of duration.

According Castro (2005) the adapted physical education work is directed to identify and to solve psychometric problems to the long life, caning to have origin in the individual, in itself or environment. It have objective “to integrate and to apply fundamentals theoretician-practical of many subject of the human motive and similar health and education areas in different educational and whitewashing program for individuals of all group age that don't adjust total or partially to demands of the social institutions”.

For about of different type of deficiency we use inclusive method because is more usual in heterogeneous groups and It is characterized for a worry with difference of learning between groups.

According Castro (2005) the objective of who give instruction in this method, for way of movement, to discover about self capacities and about ones of the others. The emphasis given in the instruction is to discover many way of to make a same activity without its worry with more correct or efficient way. It sure that the final result is to reach the more efficient performance according the individual characteristics of who practise.

The activities developed with the children were of motors skills fundamentals: locomotion, manipulation and equilibrium over some conception of psychometric for example corporal scheme, laterally, secular structural and spatial orientation.

The group was divided in two groups: the ones that walk and ones that don't walk. The activity of physical education for two groups same objective, but strategies was different. In this manner skills were worked according possibility of each case. For example, in the activities of move while somebody crawled, another walked and another walked with help. The activities were carried with participation of the parents together with their children.

Two evaluation skills were carried with the children, ones when child arrived on program and other ten months of participation. Else were made registration about children performance in each class.

The used materials had been Balls of some sizes and colors; arcs; cones; long cushions; Pedagogical toys; Device of sound; Compact disc' s of infantile music; Swedish bank; Rope of sisal; Elastic rope; Ribbons of GR.; Plinth; Chalk; Balloon; Raquete; Rubber band; Wax chalk; Glue etc.

3. RESULTS

The infantile group started with 25 children. Haw much to contribution of practice physical education for disabled group children, in a general way; we can observe significant improvement In the following scopes:

Development of basic motive skills - the physical education use actions of basic movement (marches, race, jump, fall, turn, launching, to catch, to pull, to push, to hang, to turn, etc) important in the motive development, that were being worked while the classes, together work of space exploration.

Emotional stability, with development of the initiative and confidence self-confidence - what observed is that during the classes some children were losing the fear in carrying through certain activities like activity of balance and acquiring independency and improving the performance in the activity.

Social relation - the children learn to act as member of group, acquiring slight knowledge of rules, beyond the comment and of the relation with the movement of the other.

Body conscience - because of the work that physical education offer: more contact and perception of self body and its possibility.

4. FINAL CONSIDERATIONS

Through this work we cam realize benefit that physical education provide to child: body conscience, well-being, to pleasure, sociability, cognitive aspects, affectivity, discipline, motive coordination and everything else. Doing physical activity a important factor for motor development of child and mainly of disabled child.

We believe of fact that practice of physical education for disabled children is very important, a time that, help in the global development, considering the motor, cognitive, affective and social control. If were well planed and adjusted to group age they only provide to benefits throughout all the life.

Most important for who it goes to work with children, mainly disabled children is to know that in the phase of initiation of the learning, independent of content, there is necessity that lessons has a playful character and very dynamic so that they become, before nothing, something pleasant.

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ABSTRACT

From two to five years of age it's the so-called phase of basic movements of the children. In this phase the children learn important physics abilities like: coordination, time space orientation, balance, social contact, beat and differentiation. According to Gallahue (2003) this phase ensue a progression that can be subdivided in periods of training. The sequences of progression for periods of training initials and mature are same to lot of children. But the rate will depend as much of environmental factors as hereditary factors. In the disabled children usually the movement standards are developed slower, so the necessity of more stimulations. Then experiences can be determiner in the skills acquisition, doing the physical education an important rehabilitation instrument. This relate show the experience developed in the practice pedagogic of the Physic Education with heterogeneous group disabled children from two to five years of age in a Program of the Motor activity for disable - PROAMDE at the Universidade Federal do Amazonas (Federal University of Amazon). The objective it was to develop the motor skills of the children through their potentialities and to give opportunity to them to have social and affective relations. The activities developed with the children were of motors skills fundamentals: locomotion, manipulation and balance over some conception of psychometric for example corporal scheme, laterally, secular structural and spatial orientation. The skills were worked in agreement with possibility of each child, having the same objective with different strategies. As for contributions of the practice of physical education for children we notice significant improvements, like: development basic motor skills, emotional stability, social relations and corporal conscience. The participation of the parents in the activity revealed to be an important factor in the practice of activities, contributing for one better performance of the children in the activity. Therefore physical activity revealed to be essential for motor, cognitive and affective development of the disabled children.

KEY-WORDS: children, deficiency, motor skills.

ACTIVITÉS MOTEURS POUR LES ENFANTS DÉFICIENTS DE DEUX À SIX ANS
RESUMÉ

Entre deux à cinqs ans est le phase des mouvements fondamentales d'enfant. Pendant cette phase l'enfant apprends les capacités physique importants comme : coordination moteur, l'espace séculaire d'orientation, équilibre, contact, rhythme, differentiation. Suivant Gallahue (2003) cette phase suit une progression qu'il peut être subdivisé en périodes de la formation. La séquence de la progression pour désirer ardemment des périodes initiales de la formation et mûrie sont la même pour la majorité des enfants. Cependant le rhythme dépendra d'une telle manière des facteurs ambiants quelle quantité de facteurs héréditaires. En enfant déficients généralement les normes des mouvements sont développées plus lentement donc la nécessité d'eux pour de plus grands stimulatons. De cette manière les expériences peuvent être déterminatifs dans l'acquisition des capacités, faisant de l'éducation physique un instrument important du blanchissement. cette histoire présente l'expérience développée dans la pratique pédagogique de l'education phisique avec un groupe hétérogène d'enfants déficients de deux à six ans dans le programme d'activités moteurs pour déficients (PROAMDE) de l'Université Federal d'Amazonas. L'objectif était de développer les capacités moteurs des élèves, par ses potentialités, donner la chance des relations affectives et sociales. Les activités se sont développées avec les enfants avaient été des capacités de base de moteur: locomotion, manipulation et équilibre. Au delà de quelques concepts du *psicomotricidade* comme projet corporel, la latéralité, l'struturation séculaire et orientation spatiale, avec la participation des parents. Les habilités avaient été travaillées selon la possibilité de chaque élève, possession du même objectif avec différentes stratégies. Combien aux contributions de les pratiques l'education physique pour les enfants nous observons des améliorations significatives des portées suivantes: développement des capacités de base; stabilité émotive; des relations sociales et de conscience corporelle. La participation des parents dans les activités pour être un facteur important dans le pratique des leçons, contribution pour une meilleure exécution d'élève dans les activités. Pourtant les activités physiques ils avaient montré pour être le base pour le développement de moteur, cognitif et affective d'enfant déficient.

MOTS-CLEFS: enfants, défaut, moteurs capacités

ACTIVIDADES MOTORAS PARA LOS NIÑOS DEFICIENTES DE DOS LOS SEIS AÑOS
RESUMÉN

Entre dos los cinco años es la fase de la llamada de los movimientos básicos del niño. En él el niño aprende capacidades físicas importantes como: coordinación, espacio secular de la orientación, balance, contacto social, ritmo, diferenciación. Segundo Gallahue (2003) esta fase sigue una progresión que se pueda subdividir en períodos del entrenamiento. La secuencia de la progresión a través de los períodos iniciales de el entrenamiento y madurado es la misma para la mayoría de los niños. Sin embargo el ritmo dependerá de tal manera de factores ambiente cuánto de factores hereditarios. En el niño deficiente los estándares de movimientos desarrollan generalmente más lentamente por lo tanto la necesidad, de ellos, para stimulatons más grandes. De esta forma las experiencias pueden ser determinativas en la adquisición de capacidades, haciendo de la educación física un instrumento importante del blanqueo. Esta historia presenta la experiencia práctica desarrollada en la pedagógica de la educación física con un grupo heterogéneo de niños deficientes de dos los seis años en un programa de actividades motoras para deficientes (PROAMDE) de la Universidad Federal del Amazonas. El objetivo era desarrollar las capacidades del motoras de las pupilas, con sus potencialidades, relaciones afectivas y sociales del oportunizando. Las actividades desarrolladas con los niños habían estado de capacidades básicas motoras: locomoción, manipulación y balance. Más allá de algunos conceptos del psicomotricidade como el proyecto corporal, el lateralidade, el estruturação secular y orientación espacial, contando en la participación de los padres. Las capacidades habían sido trabajadas de acuerdo con la posibilidad de cada pupila, poseyendo el mismo objetivo con diversas estrategias. Cuánto a las contribuciones de la práctica de educación física para los niños observamos mejoras significativas en los alcances siguientes: desarrollo de las capacidades básicas del motora; estabilidad emocional; relaciones sociales y conciencia corporal. La participación de los padres en las actividades reveladas para ser un factor importante en el práctico de las lecciones, contribuyendo para un funcionamiento mejor de la pupila en las actividades. Por lo tanto las actividades físicas habían demostrado ser básicas para el motor, el cognitivo y el desarrollo afectivo del niño deficiente.

PALABRAS-CLAVES: nino, deficiencia, capacidades motoras

ATIVIDADES MOTORAS PARA CRIANÇAS DEFICIENTES DE DOIS A SEIS ANOS
RESUMO

Entre dois a cinco anos é a chamada fase de movimentos fundamentais da criança. Nela a criança aprende capacidades físicas importantes como: coordenação, orientação espaço temporal, equilíbrio, contato social, ritmo, diferenciação. Segundo Gallahue (2003) essa fase segue uma progressão que pode ser subdividida em estágios. A seqüência de progressão ao longo dos estágios iniciais e o amadurecido são a mesma para a maioria das crianças. Porém o ritmo dependerá tanto de fatores ambientais quanto de fatores hereditários. Na criança deficiente geralmente os padrões de movimentos desenvolvem-se mais lentamente por isso a necessidade, delas, por maiores estímulos. Dessa forma as experiências podem ser determinantes na aquisição de habilidades, fazendo da educação física um importante instrumento de reabilitação. Este relato apresenta a experiência desenvolvida na prática pedagógica da educação física com um grupo heterogêneo de crianças deficientes de dois a seis anos em um programa de atividades motoras para deficiente (PROAMDE) da Universidade Federal do Amazonas. O objetivo foi desenvolver as habilidades motoras dos alunos, através das suas potencialidades, oportunizando relações afetivas e sociais. As atividades desenvolvidas com as crianças foram de habilidades motoras fundamentais: locomoção, manipulação e equilíbrio. Além de alguns conceitos da psicomotricidade como esquema corporal, lateralidade, estruturação temporal e orientação espacial, contando com a participação dos pais. As habilidades foram trabalhadas de acordo com a possibilidade de cada aluno, possuindo o mesmo objetivo com estratégias diferentes. Quanto às contribuições da prática de educação física para as crianças observamos melhorias significativas nos seguintes âmbitos: desenvolvimento de habilidades motoras básicas; estabilidade emocional; relações sociais e consciência corporal. A participação dos pais nas atividades mostrou-se ser um fator importante na prática das aulas, contribuindo para um melhor desempenho do aluno nas atividades. Portanto as atividades físicas mostraram ser fundamentais para o desenvolvimento motor, cognitivo e afetivo da criança deficiente.

PALAVRAS-CHAVES: Crianças, deficiência, habilidades motoras.