110 - ANALYSIS OF PSYCHOMOTOR SKILLS BETWEEN CHILDREN THAT PRACTICING AND NOT PRACTICING KARATE IN THE KODOMO METHOD

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INTRODUCTION

Nakayama (1978), in recent decades there has been a growing popularity of Karate-Do worldwide . The Kodomo Method was developed at ASKACE in 2006 , created by the director of the institution and professor Francisco Trindade Silva , has their team in the development of the teaching program, using variables other than Karate, Kodomo which the name means child in Japanese was chosen to represent this method that seeks psychomotor development in children 3-5 years. According to Silva (2012), Kodomo Method uses a methodology where the base is the psychomotor. Other elements were incorporated into the method, the relationship with the environment, numbers, sounds, differentiated communication between students and Sensei , the Japanese language, and the conduct of the initial techniques of Karate. Thus, we observe the development of physical and cognitive aspects of emotional and affective domains, and the motor actions and the learning process for life. Thus, this study aims to correlate the psychomotor skills among children practitioners and non-practitioners of Karate on Kodomo Method.

THEORETICAL REFERENCE

O Karate-"Do" it's martial art that excels in character development through training, seeks to overcome any obstacles, tangible or intangible. The strongest indication of the appearance of karate dates back to 1400, from the island of Okinawa, located southwest of Japan.

Motor Development

From the moment of conception, the human body has a door open to interaction and stimulation biological logic, an organization, maturation and evolutionary timetable. Between birth and adulthood are produced in the human body, profound changes. The motor possibilities of the child evolve broadly in line with their age and come to be increasingly varied, complete and complex (ROSA NETO, 2002). During pregnancy, the fetus begins to show signs of life to the outside world primarily through a motor activity. From birth, we observed from day to day changes maturation child, which, at every moment, surprises us with new facts. The relationship between the movement and its end is perfected increasingly as a result of a progressive differentiation of the integrated structures of the human (ROSA NETO, 2002).

A Human Kinetics

Psychomotor skills are second grandson pink: fine motor skills, global motor function, balance, body image, spatial organization and temporal organization. The Fine Motor is a manual coordination is the most frequent and common activity in man, which acts to pick up an object and throw it to write, draw, paint, cut and others. It includes a transport phase of the hand, followed by a phase of grasp and manipulation, resulting in a set with its three components: object / eye / hand (ROSA NETO, 2002).

Kodomo on Karate-Do

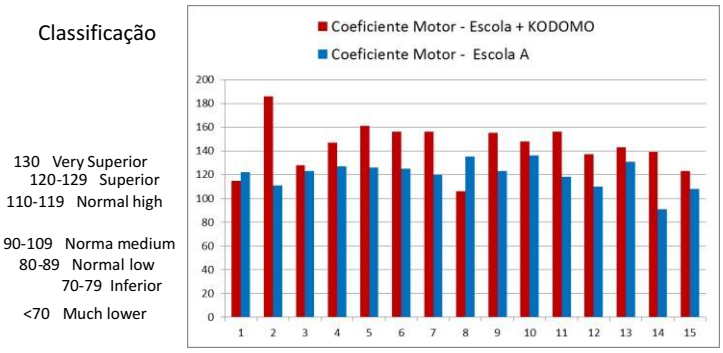
It is becoming more normal dojos the presence of children of varied ages. But, as in any other sport, this practice usually begins after five years, getting out of the proposal for a rise in demand now. Thus, the method was to Kodomo principle psychomotor stimulation for children 3-5 years. The method has its particularity, it is understood that the child needs to know your body and develop the concept of body schema. The body schema can be considered as a set of intuition or immediate knowledge of our body in a static position or moving in different parts of their relationship to each other and especially in relations with space and objects (Le Boulch. 2001). According to Silva (2012), in Kodomo multiple stimuli are produced, the Kodomo method has a playful nature as children develop more pleasurable way mechanism.

METHOD

The present study was an observational cross-sectional quantitative type, the survey was developed in academia and in college ASKACE and Kennedy from September to October 2013. Children evaluate ASKACE and Kennedy and high school kids with a sample of 15 children in each institution. At first, we contact the parents or caregivers of the students, asking for their cooperation with the study, with the Sensei (Teacher) of ASKACE, Kodomo Method of data collection was performed in three steps using as parameter the battery EDM Rose Grandson. Research is obeyed Resolution 196/96.

RESULTS AND DISCUSSION

Trying to compare motor development through EDM scale in samples of children attending school and Kodomo Karate method with those who only attend school here called School A. The results of the indices adopted in the (EDM) protocol is shown below.



Graph 1: Graph comparing Kodomo School and method, with Scale Motor Development - EDM

The Red Graphics (School kodomo +) and Blue (School A) show the coefficient values for different engine children approximately 3-5 years. The rating for this index is above 130 much higher, exceeding 120-129 , 110-119 high-normal , 90-109 average normal , low normal 80-89 , 70-79 lower < 70 much lower. According to the graphic engine 7 through coefficient was found that the children who hold the school more stimulus the stimulus Kodomo results obtained " Very Fine", "Superior" while those who have only the stimulus school obtained result " Superior" and Below . It was believed that changes in motor behavior influenced the maturational changes in the central nervous system. Currently, it is known that the development process occurs dynamically and is able to be cast from a number of external stimuli. The interaction between aspects of the individual, such as their physical and structural characteristics with the environment in which it is inserted and the task to be learned are crucial in the acquisition and refinement of different motor skills. To Fernandes Filho (2003) evaluation is a feature that applies to the assessed and the process can be quantitative or qualitative indicator , which employs elements of an objective or subjective criteria for comparison of means . [...] In reveals change an evolution more or less, in a timeline . Purposely for the preparation of these data, we chose to practitioners Kodomo method 3-5 years, irrespective of sex , since the main aspect to be evaluated are the motor skills.

CONCLUSION

It can be concluded that students who practice at Kodomo method showed higher values for school children, being lower only in the evaluation of the components "fine motor" this is the most refined movements and involves manual dexterity.

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ANALYSIS OF PSYCHOMOTOR SKILLS BETWEEN CHILDREN THAT PRACTICING AND NOT PRACTICING KARATE IN THE KODOMO METHOD

ABSTRACT

The Karate has been teaching children in general starting from 5 or 6 years, this stage of life is classified as "Sports Initiation". and brings many benefits to practitioners, however the proposed methodology of Kodomo on the Karate addresses to children still minors, that they were neglected in these plans sports, and they can experience a rich psychomotor experience. This study aimed to compare the motor skills of practitioners Kodomo Method in Karate with the skills of kindergarten children from a school in Fortaleza. The sample included 15 children aged Kodomo Method 3-5 years and 15 of the School with the same age group. The research was characterized as quantitative and comparative cross. The research instrument used the Motor Development Scale (EDM) proposed by Rosa Neto. We compared data from subjects who practiced Karate Kodomo Method and dadose presented comoresultados, "Very Superior", "Superior" while the school had "superior", "High Normal" and "Normal Medium", pointing to higher rates first. We conclude that the method Kodomo assists in the development of psychomotor components of the child in this sample.

KEY WORDS: Kodomo Method, Psychomotricity, Children.

ANALYSE DES HABILETÉS PSYCHOMOTRICES ENTRE ENFANTS QUE EN EXERCICE ET NON À PRATIQUER LE KARATÉ DANS LE PROCÉDÉ KODOMO

RÉSUMÉ

Le karaté a été enseigner aux enfants à partir de général 5 ou 6 ans , cette étape de la vie est classé comme " Sport Initiation " . et apporte de nombreux avantages aux praticiens , mais la méthodologie proposée de Kodomo sur le karaté s'adresse aux enfants encore mineurs , qu'ils ont été négligés dans ces plans sportif , et ils peuvent vivre une expérience riche psychomoteur . Cette étude visait à comparer les habiletés motrices des praticiens Kodomo méthode dans le karaté avec les compétences des enfants de la maternelle d'une école de Fortaleza . L'échantillon comprenait 15 enfants âgés de Kodomo Méthode 3-5 ans et 15 de l'école avec le même groupe d'âge . La recherche a été caractérisé comme croix quantitative et

comparative . L'instrument de recherche a utilisé l'échelle de développement moteur (EDM) proposé par Rosa Neto . Nous avons comparé les données des sujets qui pratiquaient le karaté Kodomo Méthode et dadose comoresultados présentés , " Very Superior ", " supérieure ",tandis que l'école avait «supérieur» , «High Normal" et " normale moyenne " , pointant vers des taux plus élevés d'abord. Nous concluons que la méthode Kodomo aide dans le développement de composants psychomotrices de l'enfant dans cet échantillon.

MOTSCLÉS:Kodomométhode , psychomotricité, enfants.

ANÁLISIS DE HABILIDADES PSICOMOTORAS ENTRE LOS NIÑOS QUE EL EJERCICIO Y NO PRACTICAR KARATE EN EL MÉTODO KODOMO

RESUMEN

El Karate ha estado enseñando en los niños de partida general a partir de 5 o 6 años , esta etapa de la vida se clasifica como " Iniciación Deportiva " . y trae muchos beneficios a los profesionales , sin embargo, la metodología propuesta de Kodomo en el Karate se dirige a los niños aún menores , que eran desatendidas en estos planes de los deportes , y pueden experimentar una rica experiencia psicomotor. Este estudio tuvo como objetivo comparar las habilidades motrices de los practicantes de Kodomo Método de Karate con las habilidades de los niños de jardín de infantes de una escuela en Fortaleza. La muestra incluyó a 15 niños de edades comprendidas Método Kodomo 3-5 años y 15 de la escuela con el mismo grupo de edad. La investigación se caracteriza por ser transversal cuantitativo y comparativo. El instrumento de investigación utilizó la Escala de Desarrollo Motor (EDM), propuesto por Rosa Neto. Se compararon los datos de los sujetos que practicaban Karate Kodomo Método y dadose comoresultados presentados , " muy superior" , "superior" , mientras que la escuela tenía "superior" , "Alta Normal" y "Normal Medium" , que apunta a tasas más altas primero . Llegamos a la conclusión de que el método Kodomo asiste en el desarrollo de componentes psicomotoras del niño en esta muestra.

PALABRAS CLAVE: Kodomo Método ,Psicomotricidad, Niños.

ANÁLISE DAS HABILIDADES PSICOMOTORAS ENTRE CRIANÇAS PRATICANTES E NÃO PRATICANTES DO MÉTODO KODOMO NO KARATE

RESUMO

O Karate-Do tem sido ensinado as crianças de um modo geral a partir de 5 ou 6 anos, nesta fase da vida está classificada como “Iniciação Esportiva”. e traz muitos benefícios aos praticantes, no entanto a proposta de metodologia Kodomo no Karate aborda crianças ainda menores, estas que estavam desatendidas nos planos dos esportes, podem vivenciar uma rica experiência psicomotora. Este estudo teve como objetivo comparar as habilidades motoras, dos praticantes do Método Kodomo no Karate com as habilidades das crianças do ensino infantil de uma escola de Fortaleza. Fizeram parte da amostra 15 crianças do Método Kodomo com faixa etária de 3 a 5 anos e 15 da Escola com a mesma faixa etária. A pesquisa caracterizou-se como quantitativa transversal e comparativa. Como instrumento de pesquisa utilizou-se a Escala de Desenvolvimento Motor (EDM) proposto por Rosa Neto. Foram comparados os dados de indivíduos que praticavam o Método Kodomo de Karate e os dadose apresentado comoresultados, “Muito Superior”, “Superior” enquanto os da Escola obtiveram “Superior”, “Normal Alto” e “Normal Médio”, apontando melhores índices para a primeira. Conclui-se que o Método Kodomo auxilia no desenvolvimento dos componentes psicomotores da criança nesta amostra.

PALAVRAS-CHAVE: Método Kodomo, Psicomotricidade, Crianças.