61 - THE INFLUENCE OF THE LEARNING PROCESS PSYCHOMOTOR IN CHILDREN WITH DOWN SYNDROME

JOÃO BATISTA GARCEZ DOS SANTOS
Universidade Federal do Rio Grande do Sul – Porto Alegre/RS - Brasil
jbgarcezs@bol.com.br
doi: 10.16887/85.a1.61

INTRODUCTION AND PROBLEM

Down syndrome is a genetic alteration that occurs in cell division at the time of formation of the baby in early pregnancy, particularly during fertilization, the embryo during development.

This is one of the syndromes present at school, but can not require a person with Down syndrome can live independently, but it is known that they have varying abilities and a great potential for development, especially if stimulated early.

We know that children with DS (Down Syndrome) have a chance to develop and perform various daily activities and even get professional training. In the school context, for example, children who have early exposure to reading and writing will be easier in the process of language acquisition, but it is indispensable to the motor stimulus, because the writing is first and foremost a learning engine.

Analyzing the influence of motor development in language acquisition, are evident, as preconditions for understanding the structure of the body schema and timeline for the child with Down Syndrome. But what is the role of psychomotor learning of these students? Considering the fact that writing is a learning engine.

> psychomotor and learning process psychomotor is now conceived as a higher integration of motor, the product of an intelligible relationship between the child and the environment, and privileged instrument through which consciousness is formed and materialized. (CAUDURO, 2002)

The psychomotor takes into consideration the body, its movement, its relation to the environment in which it is inserted and how this occurs, thus it provides the integration between mental activity and motor activity.

When we seek to establish and consolidate a quality school for all students, we use as a basis the Salamanca Statement (1994), where all the spheres of government are intended to ensure an education that aggregates all the students involved and their characteristics, mainly respecting them and using them as a starting point for your action plans and integrate them to the society independent of the physical, social and cultural conditions, ie, respecting and taking into account the background knowledge they bring to their homes, families and community, the school and their classrooms, so teachers have to take into account the "Body Culture" of their students.

Right now, unfortunately, we still come across standardizations, eg, institutions prioritize students who have a disciplined, hygienic, orderly, peaceful body. Therefore, the student identified this pattern of submission, receives congratulations from faculty and other members of the educational institution. However, the restless, agile and dynamic student shall be considered undisciplined, a student problem, where we try to suppress their body culture, instilling in the students the current standard of a good student. In this break psychomotor patterning arises because it seeks to break with the mechanism, with the standard. This current makes the integration of the engine with the psychic, within an interdisciplinary paradigm, involving various educational and informal sectors, in relation to physical culture and other constituent factors of the subject.

According to Freire (1989), interdisciplinary vision must be grounded in an epistemological question which says that learning has to pass through the body. I believe there is the assumption of physical education and consequently psychomotor, using the body in this adverse environment in favor of learning in an interdisciplinary context.

Children with Down syndrome are similar to other children, they have abilities to be stimulated and developed in the school environment.

However, the child with Down syndrome requires a special attention because to effect their cognitive constructions, it becomes fundamental repetition and practice, ie, its rhythm and sequence will vary, since the acquisition of skills is determined by individual characteristics of the child.

> Children with Down syndrome should be encouraged to explore, to learn, to be curious, as well as others. If you participate very often with an answer or offer only small incentives, development is delayed. (STRAY-GUNDERSEN, 2007)

This differentiated approach is to intensify and early stimulation, especially under the engine, because this directly affects the cognitive, social and psychological. Accordingly, psychomotor becomes a viable and effective pedagogical action. The Psychomotor is a science that aims at the study of man, through your body in motion, in relations with their internal and external world.

> Based on an overview of the person, the term psychomotor integrates cognitive, emotional, symbolic and sensorimotor in the ability to be and express themselves in a psychosocial context interactions. (ADVANCE 1996)

These problems in motor development of children with Down syndrome are directly linked with developmental delays maturation of perceptual - visual - and motor, as well as the spatial notions concerning the body and the surroundings. These delays affect the specific and fundamental way of learning reading and writing, although the interference on other school learning is also impaired.

The writing, like language, is a means of communication and expression, but the graphics and language precedes learning to read. Because it is a form of expression, language is directly related to the sounds. Thus, communication difficulties and language delays can be remedied through the motor stimulation through facing the body of the child play situation, exploiting partial functional recovery plan, and prepare for there to better learning.

Children with Down syndrome are more receptive to reading than other children with learning difficulties, however, they need more teaching aid to learn a given task as to consolidate it, need a lot of repetition and practice.

> The reading class is very productive: it contributes to speech and memory, is an opportunity to teach the

> meaning of words and sentences, and develop imagination. Even though children never advance much with reading the channel is not closed to them. When they see the written words, understand what they are. (MacDowall 1990)

A child with Down syndrome should have incentives engines, to have the opportunity to acquire knowledge in the area of language in specific reading and writing. His pace is different, because it is necessary in learning a routine. These concepts are directly connected with motor skills, as well as engage the engine side, interferes with psychological, or mental and emotional capacities engaged by a single goal. These bind directly to the cognitive aspects. Thus, the child stimulated under the motor and psychic has a higher possibility of reading and writing, or academically explore languages.

CONCLUSION

> With the emergence of language, born to a new world without borders, connected to the imaginary, dreams and fantasies, designs and thoughts. If we look good, we do with the body or mind are not so different things. When someone thinks too much, not theoretically tires: exhaustion is undoubtedly physical. Thinking thus, would be a bodily activity. (Freire, 2010)

From this premise, we stress the importance of planning that encompasses an interdisciplinary psychomotor in physical education classes and other interventions in the professionals involved in the work with children, however, it becomes extremely important to take into account the cultural baggage that your student back home, his "Body Culture" often denied to the background and even not taken into consideration by professionals when organizing their actions.

The role of different specialists in different areas of activity is important during the learning of any student, not only in the inclusion is, however, one fundamental curriculum that takes into account all approaches and concise and not so tight. The Portuguese class in the process of language acquisition has to be within the physics class (session psychomotor) education because body language is directly linked to the development of spoken language, reading and writing.

The psychomotor skills is the best way to make a bridge between motor and cognitive where this approach can often occur in a fun way (playful) and relevance to the parties involved in the process (Body Culture) learning, helping children develop the best of your learning by taking advantage of all your resources and getting ready for the social, emotional and academic life.

Psychomotor work aims to provide a spontaneous, coordinated and rhythmic movement, which will be the best guarantee in the construction of the writing, because considering children with Down syndrome, education may or may not become an instrument transformer these individuals depending on the pedagogical approach. Mental conditions of children with Down syndrome should be respected, because with mental disabilities, these children are unable to develop by themselves, allowing them to regulate processes such learning.

REFERENCES

ADELANTADO, P. P. B. La psicomotricidad em España: de un pasado de incomprensión a un fututo de esperanza. IN: Revista de estudio y experiencia – Psicomotricidad, 53(2), 57 – 63, 1996.

BORGES, Cecília Maria Ferreira. O Professor de Educação Física e a Construção do Saber. 1. ed. São Paulo: Papirus, 1998.

BRITO, Carmem Lucia C. Consciência Corporal – Repensando a Educação Física. 1. ed. Rio de Janeiro: SPRINT, 1996.

CAUDURO, Maria Teresa. Do caminho da psicomotricidade à formação profissional. Novo Hamburgo: FEEVALE, 2001.

CAUDURO, Maria Teresa. Motor, motricidade e psicomotricidade como entender? Novo Hamburgo: FEEVALE, 2002.

COLETANIA DE AUTORES. Metodologia de Ensino de Educação Física. 7ª ed. São Paulo: Editora Cortez, 1992.

CUNNINGHAM, Cliff. Síndrome de Down: uma introdução para pais e educadores; tradução Ronaldo Cataldo Costa. – 3. ed. – Porto Alegre: Artmed, 2008.

DAOLIO, Jocimar. Da Cultura do Corpo. 4. ed.São Paulo:Papirus, 2002.

ELKONIN, Daniil B. Psicologia do Jogo. São Paulo Martins Fontes, 1998.

ELLIOT, John. El Cambio Educativo Desde La Investigación-Acción. 3. ed. [s.1]: Morata, 2000.

ESTEVES, Antonio Joaquim. Metodologia das Ciências Sociais.In: SILVA, Augusto Santos; PINTO, José Madureira (org.). BIBLIOTECA DAS CIÊNCIAS DO HOMEM. 8. ed. Porto: Afrontamento, 1986.

FILHO, Carol Kolyniak. Educação Física - Uma Introdução. 1. ed. São Paulo: Educ, 1998.

FREIRE, João Batista. Educação de Corpo Inteiro. 4. ed. São Paulo: Editora Scipione, 1994.

GODOY, A. S. Pesquisa Qualitativa: tipos fundamentais. São Paulo: Revista de Administração de empresas, v.35, nº3, p.20-29, mai/jun1995.

LE BOULCH, Jean. Educação psicomotora. 2.ed. Porto Alegre: Artmed, 1987.

O'REGAN, Fintan. Sobrevivendo e vencendo com necessidades educacionais especiais. Porto Alegre: Artmed, 2007.

PACHECO, José et all. Caminhos para a inclusão: um guia para o aprimoramento da equipe escolar. Porto Alegre: Artmed, 2007.

Pátio revista Pedagógica. MANTOAN, Maria Teresa Eglér. O direito à diferença nas escolas. Ano VII, nº 32, Novembro 2004/Janeiro 2005. Artmed Editora S.A. Porto Alegre.

Pátio revista Pedagógica. MACEDO, Lino de. O desafio da Escola para todos. Ano VII, nº 32, Novembro 2004/Janeiro 2005. Artmed Editora S.A. Porto Alegre.

Reflexões de professores sobre a Educação Infantil Incluindo Referencial Curricular Nacional. Revista Paulista de Educação Física, São Paulo, 2001.

ROSE, Jr Dante de. Esporte e Atividade Física na Infância e na Adolescência – Uma abordagem multidisciplinar. 1. ed. Porto Alegre: Artmed, 2002.

SACRISTÁN, J. Gimeno. Compreender e Transformar o Ensino. 4. ed. Porto Alegre: Artmed, 1998.

SANTIN, Silvino. Educação Física uma Abordagem Filosófica da Corporeidade. 1. ed. Ijuí: UNIJUÍ, 1987.

SOLER, Reinaldo. Educação física inclusiva: em busca de uma escola plural. Rio de Janeiro: Sprint, 2005.

STRAY-GUNDERSEN, Karen. Crianças com síndrome de Down: guia para pais e educadores. Porto Alegre: Artmed, 2007.

TAYLOR, S. J. Y BODGAN, R. Introducción a Los Métodos Cualitativos de Investigación. 1. ed. Buenos Aires: Piados, 1996.

VOIVODIC, Maria Antonieta M. A. Inclusão escolar de crianças com Síndrome de Down. 4.ed. – Petrópolis, RJ: Vozes, 2007.

Rua Santos Dumont, nº 744, Bairro 25 de Julho.
Ivoti / Rio Grande do Sul / Brasil

THE INFLUENCE OF THE LEARNING PROCESS PSYCHOMOTOR IN CHILDREN WITH DOWN SYNDROM

ABSTRACT

Children with Down syndrome have, as one of his most constant features, mental retardation, which complicates the importance of their education because there is need to provide effective means of quality education, meeting their needs and characteristics. Thus, psychomotor becomes an alternative in the processing of language acquisition, because it stimulates the motor and psychic, relevant factors in the writing process. Thus, the aim of this study is to analyze the influence of psychomotor skills in the learning process in children with Down syndrome. However, this relationship between language and motor skills in children with Down syndrome, was held from literature, in which he did not finish strong relationships, only the literacy process, but also in vocabulary and speech articulation.

KEYWORDS: language - psychomotor - Down syndrome

L'ANFLUENCE DE LA PSYCHOMOTROCITE DANS LE PROCESSUS D'APPRENTISSAGE DES ENFANTES ATTEINTS DU SYNDROME DE DOWN

RÉSUMÉ

Les enfants atteints du syndrome de Down ont, comme l'un de ses traits les plus constants, la déficience mentale, et pour cela leur éducation devient complexe, car il est nécessaire prévoir des moyens efficaces pour que la qualité de l'éducation, puisse répondre à leurs caractéristiques et besoins. Ainsi, la psychomotricité devient une alternative au traitement de l'acquisition du langage, car il stimule le moteur et les facteurs pertinents, psychiques dans le processus d'ecriture. Ainsi, l'objectif de cette étude est d'analyser l'influence de la psychomotricité dans le processus d'apprentissage chez l' enfants avec le syndrome de Down. Cependant, cette relation entre le langage et psychomotricité des enfants avec le syndrome de Down, a eu lieu à partir de la recherche bibliographique, qui a conclu avoir de solides relations, non seulement dans le processus d'alphabétisation, mais aussi dans le vocabulaire et dans l'articulation de la parole.

MOTS-CLÉS: Language - Psychomotrocité - Syndrome de Down

LA INFLUENCIA DE LA PSICOMOTRICIDAD EN EL PROCESO DE APRENDIZAJE EN NIÑOS COM SÍNDROME DE DOWN

RESUMEN

Niños con síndrome de Down tienen, como una de sus características más constantes, retraso mental, lo que torna compleja la importancia de su educación, porque existe la necesidad de proporcionar medios eficaces de educación de calidad, atendiendo a sus necesidades e caracteristicas. De este modo, la psicomotricidad se convierte em uma alternativa en el tratamiento de la aquisición del lenguaje, ya que estimula el motor y el psíquico, factores relevantes en el proceso de la escritura. Asi siendo, el objetivo en este estúdio és analisar la influencia de las habilidades psicomotoras en el proceso de aprendizaje en niños con síndrome de Down. Sin embargo, esta relación entre psicomotricidad y lenguaje en niños com síndrome de Down, fué realizada a partir de una pesquisa bibliografica, en la qual se concluyó relaciones solidas no solamente en el proceso de alfabetización, sino también en el vocabulário y en la articulación del discurso.

PALABRAS LLAVE: Lenguaje – Psicomotricidade – Sindrome de Down

A INFLUÊNCIA DA PSICOMOTRICIDADE NO PROCESSO DE APRENDIZAGEM EM CRIANÇAS COM SINDROME DE DOWN

RESUMO

Crianças com síndrome de Down têm como uma de suas características mais constante, a deficiência mental, o que torna complexa a importância de sua educação, pois há necessidade de proporcionar meios efetivos de educação com qualidade, atendendo suas necessidades e características. Desta forma, a psicomotricidade torna-se uma alternativa no beneficiamento da aquisição da linguagem, pois esta estimula o motor e o psíquico, fatores relevantes no processo de escrita. Sendo assim, o objetivo deste estudo é analisar a influência da psicomotricidade no processo de aprendizagem em crianças com síndrome de Down. No entanto, esta relação entre psicomotricidade e linguagem em crianças com síndrome de Down, foi realizada a partir de pesquisa bibliográfica, na qual se concluiu relações sólidas, não somente no processo de alfabetização, como também no vocabulário e na articulação da fala.

PALAVRAS-CHAVE: Linguagem – Psicomotricidade – síndrome de Down