33 - THE IMPORTANCE OF LEARNING PROCESS IN PSYCHOMOTOR THROUGH CAPACITY COORDINATIVE

MARILANE DE CÁSCIA SILVA SANTOS
UNIVERSIDADE DE UBERABA – UNIUBE
POLO TIMÓTEO – MG – BRASIL - DOCENTE CURSO DE PEDAGOGIA
marilanesilva@yahoo.com.br

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INTRODUCTION

The Psychomotor employs a concept of organized and integrated motion, depending on the experiences of the person whose action is the result of their individuality, their language and their socialization and it is this awareness that will unite the body / mind. Santos to 2009, the human being does not own your body, but being BODY requires understanding of themselves and the "OTHER". Corporeality me and you is we who need to move to achieve learning. According to Fonseca (1988), the "psychomotor" is currently conceived as superior integration of motor, the product of an intelligible relationship between the child and the environment By moving the individual can express their feelings, emotions and thoughts, thus increasing the use of gestures and body postures.

So this Psychomotor contributes more significantly to the formation and structure of the body scheme and aims to encourage the practice of movement in all stages of a child's life. Providing these practical jokes and games for children, and have fun, create, interpret and relate to the world in which they live. This should be the role of the adult in a child's life, the games and the games that have occupied space and the podium of education provided by the school and family life of this child specifically in kindergarten.

According to Santos and Vargas (2011), all educational activity is always complex and requires that many may consider to factors such as social context, since it is influenced not only the individual behaviors of whom exercises, especially parents and teachers . The body is a center of information for an individual. It is a language that does not mind. Most people ignore the existence of body language when they are related. Gestures, glances, body positions, etc. normally communicate to the fact that words can not say. The structure of a body has a huge dimension in personal communication. To Barreto (2000):

> "Psychomotor development is of paramount importance in preventing problems of learning and re-education of tone, posture, directional age, laterality and rhythm." The education offered to a human being is to show the relationship through the movement of your own body, taking into account their age, body culture and their interests.

The Psychomotor skills should be encouraged and crafted using the coordinative capabilities providing significant improvements in aspects and motor, cognitive, and social domains, as well as the child will explore the environment with precision and aplomb obtaining the necessary practical experience to their overall development and succeeded in raising awareness of herself and the world around you.

This psychomotor development goes through the formation and structure at the base which is indispensable in their motor, affective, and psychological domains, which through play, games and fun activities motivate children to become aware of your own body. Through the practice of play and recreation, the child develops perceptual skills as a means of adjustment of psychomotor behavior.

Freire, 1989, reports that "a concrete world of things that have meaning for the child," rescuing "children's culture", jokes and games for children, and introducing these in school as content, with proper pedagogical treatment.

It is known that the child perceives his own body through all respects, with the body occupying a space environment over time, thus capturing images receiving sounds, smells and tastes feeling, heat and pain, jogging.

For Lopes, 2000, this child is set for the exercise is preparation for adulthood. The child learns playing, and proposed activities that do develop their motor skills, incorporate values, concepts, creativity, attention and concentration.

For a child to develop specific control through games, jokes and recreation in general, should be offered many different activities where we must consider the age and biological maturation of every child by offering incentives and diversity of aims and interests. Recreation provides directed learning of children in various sports activities that help in the conservation of physical, mental health and socio-affective balance.

The awareness of the body presupposes the notion of left and right, and handedness with more power, precision, preference, speed and coordination involved in the process of psychomotor maturation of the child. Skills through the development of specific and coordinative abilities and of great importance that has developed by the handedness of the individual, because it is an essential process to the relationship between the motor and the intersensorial psychic organization.

According Mataruna, 2004, the notion of the body is central to the sense of more or less capacity to adapt to what we have in our body and is the link between the living and the universe center. It is our affective and somatic before a mirror image of ourselves, each other and objects. This established and "known" image values human kind itself and brings into play the ability to know each other better and to increase the autonomy of the child and this interferes with the hemispheric system of the brain come to reflect the functional organization of the central nervous system. The ability of a child to ascend to symbolization, passes through the cerebral dominance, since otherwise, results in disturbances either in spoken or in written language.

Bodiliness provided facilitator of a "body" that thinks, feels, makes decisions and moves tends to arouse interest in the child, satisfaction, creativity, courage, spiritual well-being to unravel and understand this body as part of its existence, and he ought to be respected and taken care of.

This creative ability to understand the human, may be a working tool for professional education and networking as a strategy for better planning and development of their activities. For Leboulch (2003),

Psychomotor education should be considered a basic education to school because it affects all preschool and school learning. These can not be carried out successfully if the children have not become aware of your body, is lateralized, lie in space, dominating the time; if you have not acquired sufficient skill and coordination of their movements and gestures.

According Feijó 1998,

> the movement of the body is not by chance, free, nor are superfluous manifestations of the body, but

> physical and emotional needs of the person with some integrated into a common denominator in a single dynamic personal energy meaning, because the body acts as the place where there is a personality. At the same time, however, the body is subjective because actually, the subject that "I am" is identified with "my body". Thus, strictly speaking, I should not say "own" body, but that "I am" body. The senses, combined these two dimensions are the instrumental that man has to apprehension, understanding, and intellectual development of the universe in which it is inserted.

This ability to perceive their own body through all the senses, because the perception is the process by which human beings become aware of themselves, others and the world around them. It is the body that man participates in the world and perceives a reality. According to Rector and Thirty (2005)

> Human beings can perceive the world, cut it to a design, absorb it and turn it into culture through his own body and means that it has to perform that function. These preferred instruments are the five senses: sight, hearing, touch, taste, smell. These senses are conditioned by two other factors: space and time. The senses, combined these two dimensions are the instrumental that man has to apprehension, understanding, and intellectual development of the universe in which it is inserted.

For the child the possibility of discovering that your body occupies a place in space and environment over time and that this body is able to capture images, experience emotions, sounds, feel, smells, tastes, heat and pain, which may come and go , move on all sides is of great importance to the learning process and knowledge of the existence of this child.

LEARNING AND SKILLS COORDINATIVE

Learning means changing the behavior that is achieved through the experience and expertise built by various factors like emotional, neurological, relational and environmental. It is natural for human beings to be born leverage learning and every promote both internal and external stimuli create value and baggage into adulthood.

For Foucault, 1977, we can observe how, historically, the body was / is the target of power and knowledge, taking a child to know psychomotor allowed to know and become aware of your body and work the possibilities of bodily expression managing to locate and have a sense of space and time.

The act of speaking, walking, writing can be considered as natural born learning, this is due to the stimuli and the process of physical, psychological and social maturation itself. In most cases, learning occurs in the social environment and time in which the individual lives; its behavior is modified, usually by these factors, and genetic predispositions Providing learning for children means allow them to learn to play, manipulate, experience and explore different objects and to assist in the construction of learning environments.

Thus, the process of teaching and learning does not have to be an independent process always Dominoes motor, cognitive and social learning need to be.

Gallahue and Ozmun, 2003 report that:

> during childhood, which is the age range from 6 to 10 years, children have a hand preference and visual perceptual mechanisms firmly established. Earlier this stage of growth, the reaction time is still slow, which causes difficulties with coordination visuo-manual / pedal not being fit for extended periods of painstaking work. For Piaget, children at this age are at the stage of concrete operations, where associations, identity, deductive reason, relationships and classifications are already well developed.

Yet according to the authors at this age, most fundamental motor skills has the potential to be well defined, but the activities involving the eyes and limbs develop slowly. This period marks the transition from the refinement of the fundamental motor skills for refined that provide the gaming establishment leadership and the development of athletic skills. Learning as an establishment of new relations between the being and the environment has been the subject of many empirical studies in humans. If a child feels that learning is an exciting experience which can be enjoyed, then it will become something interminable, lasting a lifetime (Navarro, 2009).

Amid the learning process behaviorists Pavlov, Watson and Skinner show that learning is an acquisition of behaviors through relationships between the stimulus and the response of the environment. When an adult or even a child provides a learning experience for someone at this stage a lot of action and interaction with the environment, the interest becomes playful, but very important and enriches the learning process by which the competencies, skills, knowledge, behavior and values are acquired or modified as a result of studies, experiments, training, reasoning and observation.

According Bassedas 1999 learning is the incorporation of new knowledge, values, skills proper to the culture and society we live in. Thus, insofar as we learn incorporate new learning we can change and improve behaviors, ways of acting, behaving and fill our place in society in which people who make up dream, plans, organizes and relates to the other. For Vygotsky 1993 development generates learning, emphasizes the fundamental role of the historical and cultural context for this process. The influence of the environment the subject absorbs a structured environment. The guy does not travel the path of development without having the learning experience with the intervention of others.

The subject of this intervention depends for learning. According to Piaget (1975), the knowledge of an individual is built on experience, and this experience such as their moral and cultural value. Learning occurs only through the cognitive maturation of the individual. Understand the processes of motor development is a need to have skills in working with growing bodies. For optimal performance in sport is necessary the development of the overall coordination of the individual. In schools, there are a considerable number of teachers have not enough knowledge of the importance of the development of coordinative abilities of students, which according Weineck (1999), they are: Capacity Concatenation Movements, Differentiation, Balance, Guidance, Reaction, Rhythm and adapting to Changes.

Thus, the learning process in general, initiation of sport practice and coordinative body sports activities directly stimulate the cognitive, affective and motor aspects of the child. To do so, these stimuli must determine the importance of providing, developing and working this practice objectively valuing the specificity of each skill of each child. Know how to perform a motor, cognitive and social pedagogic practice is to use the basic and specific physical techniques for job skill, which asserts Magill (2000), being the psychomotor learning.

The execution of any movement is based on coordinative abilities, they are decisive and dominant abilities in the processes of nerve conduction. That is, they possess the ability to organize and regulate movement, thus constituting the basis

for learning, performance and mastery of technicalities. Whether in daily life or in sports initiation improving coordinative abilities has its main contribution to the driving human evolution in childhood. In a gesture motor coach for a sport-requires the development of coordinative abilities, even when you have never experienced similar activities.

Some children have more ease in performing a movement than others, according to the author above, this happens due to the experiences and stimuli experienced by it and the greater the range of experience easier the learning engine. Coordinative abilities have great influence on the development of physical abilities, and an individual who has a good coordinative development of these capabilities are fit and respond with greater agility to the position, displacement, the physical, cognitive and psychological demands that technical needs.

The coordinative development of these capacities is the process of motor learning, as technical training is the ideal combination of coordinative abilities and limitations as strength, agility, flexibility, among several others who value and perfect these techniques to directly and indirectly promote improvements in individual as a whole. The meaning of things is interpreted by each child as a new discovery in which the body action games and games become a gain motor, cognitive and social for this child who has interests and motivation to investigate and learn to be efficient and transform reality and context that is inserted. It fundamentall importance of seeking harmony between this and psychomotor learning in child relationship, society and environment.

FINAL THOUGHTS

The Psychomotor is the foundation for learning, where children develop a good control over their motor, sensory and perceptual motor commands that facilitate the learning of skills, which are more efficient in the future should respect the biological individuality of each child and not requiring thereof, certain movements without first providing a range of fundamental experiences and experiments as a support for optimum achievement of these movements. The execution of any movement is based on coordinative abilities, they are decisive and dominant abilities in the processes of nerve conduction.

That is, they possess the ability to organize and regulate movement, thus constituting the basis for learning, performance and mastery of technicalities. Whether in daily life or in sports initiation improving coordinative abilities has its main contribution to the driving human evolution in childhood. In a gesture-engine requires the development of coordinative abilities, even when you have never experienced similar activities.

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THE IMPORTANCE OF LEARNING PROCESS IN PSYCHOMOTOR THROUGH CAPACITY COORDINATIVE

ABSTRACT

The Psychomotor is the science of man based on his own body and movements that interact with internal and external world. This relationship maturation offers great freedom of expression for each acquire and enhance the cognitive, affective and social skills. This study aims to enhance and emphasize the work of coordinative capacities for understanding the importance of psychomotor skills in the learning process of children through the development of these coordinative abilities. These capabilities are necessarily and compulsorily essential for determining the processes of motor control and regulation of the central nervous system, which will be on the basis for learning, execution condition and the domino of technicalities. The children need experiences and experiences of your own body to form and establish concepts of spatial orientation. It is up to the professional education make sense of this body that needs thought and movement to learn to relate and survive in this space. Knowing this body is to develop autonomy and make it able to survive culturally permeating an individual body to a body in full compliance with the company. Coordinative capabilities that are second WEINECK, 1999, balance, reaction, differentiation, change, rhythm, spatial orientation and motion concatenation surely lead these children to work the act of jogging, working to develop the intellect

and the affections and will the child to meet and get to know the other emphasizing the individual into adulthood. The coordinative development of these capacities is the process of motor learning, as technical training is the ideal combination of coordinative abilities and limitations as strength, agility, flexibility, among several others who value and perfect promoting improvements in the individual as a whole.

KEYWORDS: Psychomotor, Learning, Skills coordinative.

L'IMPORTANCE DU PROCESSUS D'APPRENTISSAGE PSYCHOMOTEUR GRÂCE À UNE CAPACITÉ DE COORDINATION

RÉSUMÉ

La psychomotricité est la science de l'homme sur la base de son propre corps et les mouvements qui interagissent avec le monde interne et externe. Cette relation maturation offre une grande liberté d'expression pour chaque acquérir et améliorer les compétences cognitives, affectives et sociales. Cette étude vise à renforcer et souligner le travail des capacités coordinatrices pour comprendre l'importance des compétences psychomotrices dans le processus d'apprentissage des enfants à travers le développement de ces capacités coordinatrices. Ces capacités sont nécessairement et obligatoirement essentiel pour déterminer les processus de contrôle moteur et de la régulation du système nerveux central, qui sera sur la base de l'apprentissage, de l'état d'exécution et le domino de techniques. Les enfants ont besoin d'expériences et les expériences de votre propre corps pour former et établir les concepts de l'orientation spatiale. Il appartient à l'éducation maquillage professionnel sens de ce corps qui a besoin pensée et de mouvement pour apprendre à raconter et survivre dans cet espace. Sachant ce corps est de développer l'autonomie et le rendre capable de survivre culturellement imprégnant un corps individuel à un corps en pleine conformité avec la société. Capacités de coordination qui sont deuxième Weineck 1999, l'équilibre, la réaction, la différenciation, le changement, le rythme, l'orientation spatiale et le mouvement concaténation sûrement conduire ces enfants à travailler le fait de faire du jogging, de travail à développer l'intelligence et les affections et volonté l'enfant de se rencontrer et apprendre à connaître l'autre mettant l'accent sur l'individu à l'âge adulte. Le développement de ces capacités de coordination est le processus de l'apprentissage moteur, la formation technique est la combinaison idéale de capacités et les limites de coordination, se force, l'agilité, la souplesse, parmi plusieurs autres qui apprécient et améliorations promotion parfaits dans l'individu dans son ensemble.

MOTS-CLÉS: psychomotricité, d'apprentissage, les capacités coordinatrices.

LA IMPORTANCIA DEL PROCESO DE APRENDIZAJE EN PSICOMOTOR TRAVÉS COOEDINATIVA CAPACIDAD

RESUMEN

La Psicomotricidad es la ciencia del hombre sobre la base de su propio cuerpo y los movimientos que interactúan con el mundo interno y externo. Esta relación maduración ofrece una gran libertad de expresión para cada adquisición y mejorar las habilidades cognitivas, afectivas y sociales. Este estudio tiene como objetivo mejorar y hacer hincapié en el trabajo de las capacidades coordinativas para la comprensión de la importancia de las habilidades psicomotoras en el proceso de aprendizaje de los niños mediante el desarrollo de estas capacidades coordinativas. Estas capacidades son necesariamente y obligatoriamente esencial para la determinación de los procesos de control del motor y la regulación del sistema nervioso central, que estará en la base para el aprendizaje, la condición de ejecución y el dominó de tecnicismos. Los niños necesitan experiencias y vivencias de su propio cuerpo para formar y establecer conceptos de orientación espacial. Corresponde a la educación profesional sentido hacen de este cuerpo que necesita pensamiento y el movimiento para aprender a relacionarse y sobrevivir en este espacio. Conociendo este cuerpo es el desarrollo de la autonomía y que sea capaz de sobrevivir culturalmente impregna un cuerpo individual de un cuerpo en el pleno cumplimiento de la empresa. Capacidades coordinativas que son segundos Weineck de 1999, el equilibrio, la reacción, la diferenciación, el cambio, el ritmo, la orientación espacial y la concatenación de movimiento sin duda llevan a estos niños a trabajar el acto de correr, hacer ejercicio para desarrollar el intelecto y los afectos y voluntad al niño a conocer y llegar a conocer a la otra haciendo hincapié en el individuo hasta la edad adulta. El desarrollo de estas capacidades de coordinación es el proceso de aprendizaje motor, como la formación técnica es la combinación ideal de habilidades coordinativas y limitaciones como la fuerza, la agilidad, la flexibilidad, entre varios otros que valoran y promueven mejoras perfectos en el individuo como un todo.

PALABRAS CLAVE: psicomotrices, de aprendizaje, las capacidades coordinativas.

A IMPORTÂNCIA DA PSICOMOTRICIDADE NO PROCESSO DE APRENDIZAGEM ATRAVÉS DAS CAPACIDADES COORDENATIVAS

RESUMO

A Psicomotricidade é a ciência que estuda o homem baseado no seu próprio corpo e nos movimentos que interagem com o mundo interno e externo. Esta relação de maturação oferece uma grande liberdade de expressão para que cada um adquira e aprimore as capacidades cognitivas, afetivas e sociais. Este estudo tem como objetivo valorizar e dar ênfase ao trabalho das capacidades coordenativas para a compreensão da importância da psicomotricidade no processo de aprendizagem da criança, através do desenvolvimento destas capacidades coordenativas. Estas capacidades são necessariamente e obrigatoriamente essenciais para determinação dos processos de controle motor e regulação do sistema nervoso central, que ira constituir se na base para a aprendizagem, condição de execução e no domino dos gestos técnicos. A criança necessita de vivências e experiências do seu próprio corpo para formar e estabelecer conceitos de orientação espacial. Caberá ao profissional da Educação dar sentido a este corpo que necessita de pensamento e movimento para aprender a se relacionar e sobreviver neste espaço. Conhecer este corpo é desenvolver a autonomia e apresentar se culturalmente capaz de sobreviver perpassando de um corpo individual para um corpo em plena consonância com a sociedade. As capacidades coordenativas que são segundo WEINECK, 1999, equilíbrio, reação, diferenciação, mudança, ritmo, orientação de espaço e concatenação de movimentos com certeza levarão estas crianças a trabalhar o ato de movimentar–se, desenvolver o intelecto e trabalhar o afeto e levará a criança a se conhecer e conhecer o outro valorizando o indivíduo para a vida adulta. O desenvolvimento destas capacidades coordenativas constitui o processo de aprendizagem motora, já o treinamento técnico é a combinação ideal das capacidades coordenativas e condicionantes como, força, agilidade, flexibilidade, dentre várias outras que valorizam e aperfeiçoam promovendo melhorias no indivíduo como um todo.

PALAVRAS-CHAVE: Psicomotricidade, Aprendizagem, Capacidades Coordenativas.