64 - DEVELOPMENT ASSESSMENT ENGINE IN DIFFERENT SCHOOL EDUCATION NETWORKS

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INTRODUCTION

Enhance motor skills in phase dows fundamental movements is essential for the child to maintain a balanced and level of development equivalent engine throughout its life.The skills that the child optimizes in this phase will be taken to the later stages, used for it in sports and in their day byDay.

Other contributing factors to a good motor development are the opportunities and incentives that generate the experience of practice and a large motor experience.

Although the move is a necessity of the human being realizes that currently the motor has been little explored in children. With the advance of technology, the rush of everyday life and so many games and DVDs available on the computer or television,as well as super protection of parents who care less and less about taking your kids to play outside, on the sidewalk, in parks or sports not encouraging run, jumpor climbing, afraid that they might fall and get hurt, it is easy to see that children are getting sedentary and unprepared in terms of motor skills.

Besides the lack of encouragement in the home environment, opportunities to practice stimulated and guided by the teacher of physical education are also not available for all children from pre-school.

Because of these difficulties it is possible that these children reach the elementary school with motor deficits or delays in development.

Knowing about possible delays engines and the importance of motor assessment in the early grades of elementary school to correct such deficits, the aim of this work is to evaluate the development of students in the first year of elementary school from different schools of the city motor.

MATERIALS AND METHODS

Descriptive study with 42 students of both sexes, between 5-6 years, coming from schools of different educational networks, who attended the 1st year of elementary school, on the following schools:Escola Estadual Tertuliano Ayres Dias, Escola Municipal José Benjamim e Escola SESC. Several tests of motor coordination were applied to children(Körperkoordination Test für Kinder – KTK) de Kiphard e Schilling(1974), consisted of four tests:balance on the crossbar, lateral jumps, hop on one foot, transfer on platforms.(CATENASSI et al., 2007; COLLET, et al., 2008).

RESULTS

Table 1 Median values, maximum and minimum for the KTK test, in students from the Network Teaching State, Municipal and Private of both sexes in Mossoró-RN.

TESTS	STATE		MUNICIPAL		PRIVATE	
	Male n=08	Female n=06	Male n=06	Female n=10	Male n=06	Female n=05
Balance on The Crossbar	Md=24,50 Max=41,00 Min=8,00	Md=30,00 Max=48,00 Min=15,00	Md=20,00 Max=42,00 Min=9,00	Md=19,00 Max=35,00 Min=9,00	Md=19,00 Max=35,00 Min=9,00	Md=24,00 Max=27,00 Min=22,00
Hop On One Foot	Md=23,50 Max=34,00 Min=9,00	Md=25,00 Max=34,00 Min=8,00	Md=19,67 Max=34,00 Min=11,00	Md=23,00 Max=36,00 Min=19,00	Md=18,50 Max=37,00 Min=9,00	Md=16,00 Max=32,00 Min=13,00
Lateral Jumps	Md=27,00 Max=34,00 Min=19,00	Md=26,00 Max=39,00 Min=21,00	Md=29,00 Max=50,00 Min=17,00	Md=27,50 Max=30,00 Min=23,00	Md=24,00 Max=27,00 Min=12,00	Md=39,00 Max=43,00 Min=30,00
Transfer On Platform	Md=38,00 Max=47,00 Min=25,00	Md=36,50 Max=59,00 Min=29,00	Md=36,17 Max=47,00 Min=24,00	Md=35,50 Max=36,00 Min=27,00	Md=30,50 Max=31,50 Min=18,00	Md=44,00 Max=49,00 Min=42,00

Legend: Md: median; Max: maximum; Min: minimum.

Table 2 Classification of motor skills for students of networks of state, municipal and private education of both sexes.

Classification of Motor Skills	STATE		MUNICIPAL		PRIVATE	
	Male n=08	Female n=06	Male n=06	Female n=10	Male n=06	Female n=05
High	0,00%	16,66%	16,66%	0,00%	0,00%	20,00%
Good	75,00%	66,66%	50,00%	20,00%	50,00%	80,00%
Normal	25,00%	16,66%	33,33%	80,00%	50,00%	0,00%
Regular	0,00%	0,00%	0,00%	0,00%	0,00%	0,00%

Table 1 shows the median, minimum and maximum score achieved by boys and girls who participated in this study in each of the four tests.When doing the the sum of the median of all tests for male and female it is found that the male students of the state school reached 113 points, the municipal 104.84 points and the particular 92 points, so the students in the state school, achieved the highest overall score in all tests.The sum of the median of all tests for females was obtained the following results:123 points to private school, 117.5 points for the state school and 105 points for the municipal school.Therefore, the private school girls reached the highest score total in all tests compared with girls of state and local school.When comparing the total result of the four tests between boys and girls is observed that girls got more points than boys: 345.5 and 309.84 respectively.

Table 1 also shows that both girls and boys in three schools performed better on the transfer platform test. Boys, in general, felt more difficulties in hop on one foot.While girls of state and private schools also had more difficulties in hop on one foot, the girls of the municipal school performed worse on balance crossbar. Notes that practically boys and girls had more or less the same difficulties tasks there are no great differences in scores.Nunes et al. apud Catenassi (2007) concluded in their study that variables such as body mass, height and body proportions do not significantly influence basic motor skills in children with six and seven years.

In the study by Lopes et al. (2003) it was found that boys had higher mean values compared to girls in all tests except the lateral jump, at 6 years old. While in this study the girls scored higher than boys on the side jump in the private school.But the overall score of all tests, the girls have managed score higher than boys.Moreover, comparing the performance of girls and boys test by test, we note that in this study the results are quite mixed, with no predominance of points in all tests for male over female or vice versalike to what happened in the study.

Table 2 shows the classification as a percentage of motor coordination for boys and girls of the state, municipal and private schools.It can be seen in this table that as a result of the assessment of motor development for males, students from state school had, among others, the best results in tests were classified as having normal motor coordination (25%) to good (75%) and regular girls (16.66%), good (66.66%) and high (16.66%).In relation to females, the results show that girls in private schools were the highest scores being classified as having good (20%) and high (80%) good motor coordination and the boys (50%), normal (50%). In the overall standings the public school children had the lowest score.

Analysis of these results shows the following suppositions: the boys in state school presented more coordinated than the particular,because besides having free school yard every day for them to play, both in the physical education class as the recreation, when they return home, probably still play in the streets, squares, football, catch-up, etc.While students in private schools have physical education classes, and large gymnasium in school, but they only use these spaces in the days of physical education class and probably these boys have more access to video games, internet, cell than the students in the stateschool.Consequently, it is supposed that these children spend many hours indoors playing with these devices, a condition of inactivity, instead of practicing exercise.

What is suggested as a reason to explain the fact that local school children have been performing less coordinated than the the state school which is within the school context they are in a similar situation to the private school - with little space to run and play daily. This way students of municipal and private school apparently have fewer opportunities to practice motor skills than the the state school.A study byValentine (2002) apud Brauner and Valentine (2009) with children 5-10 years old who had low ranking on engine performance found that a low motor development may be associated with the lack of opportunity to practice the proper environment and diversified activities.

The results for females show a different situation. In this case, the private school girls had better motor, followed by students from state school and municipal coordination respectively.This result suggests that girls private school is more involved in motor activities, beyond practiced at school in the classroom-oriented physical education and recreation.Possibly they participate in extracurricular physical activities, such as swimming lessons, ballet, etc. The girls from both public schools certainly do not have such opportunities.His motor task is usually restricted to the school and home environment.

Other studies showed different results in this regard to the comparison between boys and girls.While the girls in this study showed better motor skills than boys in studies such asPaim (2003), Lopes et al. (2003), and Collet et al. (2008) boys did better than girls.Studies as those of Fernandes (2014) e Catenassi et al. (2007) they donot found significant differences in results when comparing boys and girls.Both studies corroborate the present study, since these differences found between boys and girls are not as significant.

CONCLUSIONS

Given the assessments and the results presented, it is concluded that the public school boys and girls from private schools had better motor coordination than others because they have more opportunities for physical activity caused by probably have more access to large areas favorable for the realization of such a practice and participate in extracurricular physical activities. It is evident, therefore, that appropriate motivational and environmental factors contribute even if not so directly, to improve the coordination of children.With this, it is essential that schools can provide spaces that encourage the best jokes and physical activity for their students.

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DEVELOPMENT ASSESSMENT ENGINE IN DIFFERENT SCHOOL EDUCATION NETWORKS

ABSTRACT

The present study aims to evaluate the motor development of school's first year of elementary school from different educational systems of the city of Mossoro. The sample consisted of 41 students in the age group 5-6 years, 20 males and 21 females, a state school, one municipal and one private. The methodological tool used was battery of tests of motor coordination for children (Körperkoordination Test für Kinder - KTK) of Kiphard and Schilling (1974) consists of four tests: on the balance beam, lateral jumps, platforms transfer and jump with one leg. The results indicated that male students from state school are more coordinated than those of municipal and private schools, while the female students in private schools had better motor coordination than the state and local school. The evaluation also shows that, overall, the three girls schools have better coordination than boys. We conclude that factors such as environment and inadequate space, lack of incentives and proper guidance can contribute to poor physical activity in children and consequently cause poor motor coordination.

KEYWORDS: Motor development, students, coordination.

DÉVELOPPEMENT DES MOTEURS D'ÉVALUATION DANS DIFFÉRENTS RÉSEAUX D'ENSEIGNEMENT SCOLAIRE

RÉSUMÉ

La présente étude vise à évaluer le développement moteur de l'école de la première année de l'école primaire de différentes écoles de la ville de Mossoró. L'échantillon se composait de 41 étudiants dans les groupes d'âge 5-6 ans, 20 hommes et 21 femmes, d'une école publique, municipale et privée. L'outil méthodologique utilisé est la batterie du test de coordination moteur pour les enfants (de test für Kinder Körperkoordination - KTK) de Kiphard et Schilling (1974) se compose de quatre épreuves: équilibre sur la poutre, sauts latéraux, des sauts et monopedais transfert sur les plates-formes. Les résultats ont indiqué que les étudiants des écoles de L' Etat sont plus coordonnés que ceux des écoles municipales et privées tandis que les élèves de sexe féminin dans les écoles privées avaient une meilleure coordination motrice de l'école publique et locale . L'évaluation montre également que, dans l'ensemble, les filles des trois écoles avaient une meilleure coordination que les garçons. Il est conclu que les facteurs tels que l'environnement et le manque d'espace, le manque d'encouragement et des conseils appropriés peuvent contribuer à la mauvaise performance des activités physiques chez les enfants et par conséquent conduire à des taux plus faibles de la coordination motrice.

MOTS-CLÉS: développement moteur , l'école , la coordination motrice .

MOTOR DE EVALUACIÓN DE DESARROLLO EN DIFERENTES REDES EDUCATIVAS ESCOLARES

RESUMEN

El presente estudio tiene como objetivo evaluar el desarrollo motor de la escuela el primer año de la escuela primaria de diferentes escuelas de la ciudad de Mossoró . La muestra estuvo conformada por 41 estudiantes del grupo de edad de 5-6 años, 20 hombres y 21 mujeres , una , una escuela pública municipal y otra privada . La herramienta metodológica utilizada fue prueba de la coordinación motora de la batería para los niños (Test für Kinder Körperkoordination - KTK) de Kiphard y Schilling (1974) consta de cuatro pruebas : equilibrio en la viga , saltos laterales , saltos y monopedais transferencia en las plataformas . Los resultados indicaron que los estudiantes varones de las escuelas estatales están más coordinados que los de las escuelas municipales y privadas , mientras que las mujeres estudiantes en escuelas privadas tenían una mejor coordinación motora de la escuela estatal y local. La evaluación también muestra que, en general , las niñas de las tres escuelas tenían una mejor coordinación que los niños. Se concluye que los factores como el medio ambiente y la falta de espacio , falta de aliento y orientación adecuada puede contribuir al mal desempeño de las actividades físicas en los niños y por lo tanto dar lugar a tasas más bajas de la coordinación motora .

PALABRAS CLAVE : desarrollo motor , la escuela , la coordinación motora .

AVALIAÇÃO DO DESENVOLVIMENTO MOTOR DE ESCOLARES EM DIFERENTES REDES DE ENSINO

RESUMO

O presente estudo tem como objetivo avaliar o desenvolvimento motor de escolares do primeiro ano do ensino fundamental de diferentes redes de ensino da cidade de Mossoró. A amostra foi composta por 41 alunos na faixa etária de 5 – 6 anos, sendo 20 do sexo masculino e 21 do sexo feminino, de uma escola estadual, uma municipal e uma particular. O instrumento metodológico utilizado foi bateria de testes de coordenação motora para crianças (Körperkoordination Test für Kinder – KTK) de Kiphard e Schilling (1974) composto por quatro testes: equilíbrio sobre a trave, saltos laterais, saltos monopedais e transferência sobre plataformas. Os resultados indicaram que os alunos do sexo masculino da escola estadual estão mais coordenados do que os da escola municipal e particular, enquanto que as alunas do sexo feminino da escola particular apresentaram melhor coordenação motora do que as da escola estadual e municipal. A avaliação ainda mostra que, no geral, as meninas das três escolas tiveram melhor coordenação do que os meninos. Conclui-se que fatores como ambiente e espaços inadequados, falta de incentivo e de orientação adequada podem contribuir para a pouca realização de atividades físicas nas crianças e conseqüentemente levam a menores índices de coordenação motora.

PALAVRAS-CHAVE: Desenvolvimento motor, escolares, coordenação motora.