58 - COMPARATIVE STUDY OF PSYCHOMOTOR LEVEL BETWEEN SCHOOLCHILDREN FROM PUBLIC AND PRIVATE SCHOOL OF RIO DE JANEIRO

VANESSA EMILAI;
NAYARA MACIEL;
FABIANA SANTOS;
ROBSON GASPAR DE OLIVEIRA
Universidade Moacyr Sreeder Bastos (UniMSB)
Rio de Janeiro-RJ-Brasil
vanessaemilai@gmail.com

doi:10.16887/86.a1.58

INTRODUCTION

The observation and analysis of psychomotor development process must be the diagnostic evaluation parameter of the physical education teacher to a more specific and effective planning in education and motor reeducation. Psychomotor structures develop from the interconnection between motor skills, cognition, affection, social and cultural components (FONSECA, 2010).

Understanding the behavior and needs of the child depends fundamentally on the growth and development factors. Although this dependency relationship is not just the maturation process determined by the genetic code, but also the experiences and their opportunities for interaction with the environment, with social structures that are composed of small or large centers such as family, school or more complex social organizations.

The school physical education programs must have as goals stimuli to the consciousness of own potential of movement, confidence and competence in this potential, the versatility of movement and appreciation of healthy habits and activities (GALLAHUE e DONNOLLY, 2008). Stimulated children is more likely to experiment psychomotor structures and hence to master them easily. These motor experiences are present in the children's day-to-day and are represented by any bodily activity taken at home, at school and at play.

A few decades ago, children experienced spontaneous motor experiences in their daily activities sufficient for the acquisition of motor skills, forming a basis for learning more complex skills. Free areas to play as gardens, squares and streets, were more available to children, which benefited more effectively their motor development. Changes in social and economic structure of society, reflecting the process of modernization, urbanization and technological innovation, provided changes in the daily habits of life of modern man (SPENCE e Lee, 2003).

Fonseca (1995), defined the Psychomotor Battery (OPB) as a psychoeducational observation method. The OBP consists of seven psychomotor factors (psychomotor structures): tonicity, balance, lateralization, spatial and temporal structure, global and fine praxis. Tool set to meet the objective of the research at hand.

When compared public and private education, there is great disparity as for the structure and learning context of the students, including psychomotor learning. A variable that directly influences learning is the school physical space. The objects and spaces available for each activity can act as facilitators of this process, offering more alternatives to the perception and creativity of each student. (MIRANDA e GOMES, 2002).

The main goal of this study was to identify and compare the Psychomotor Profile through the Psychomotor Battery-OPB of Vitor da Fonseca (1995) of children from private and public schools of Rio de Janeiro.

METHODOLOGY

This research analyzed 400 children, aged 8 and 10 years, from ten schools of Rio de Janeiro, being 40 children in each school, of both genders. Among the 10 schools, 5 were from public schools and 5 private schools. The schools were located in 5 different regions of Rio de Janeiro (Zona Sul, Zona Oeste, Centro, Zona Norte and and Baixada Fluminense) in each region one pubic school and one private school were selected.

The instrument used in this study was the Psychomotor Battery of Vitor da Fonseca (1995), which presents an analysis protocol of psychomotor profile by evaluating seven psychomotor factors (Tonicity and Balancing, Lateralization, the Body Concept and Spatial-Temporal Structure, Global praxis and Fine Praxis).

Statistical theoretical basis applied in this study was based on Ross (2010). Quantitative analysis was performed by measures of central tendency (arithmetic mean) and dispersion (standard deviation) , estimates of probability density function and cumulative complementary functions in addition to the Pearson correlation coefficient .

RESULTS

Data analysis, shown below in Figure 1 and Table 1 refer to the Psychomotor level (level of Psychomotor structures) by groups, being: Public Schools Psychomotor Level and Private Schools Psychomotor level.

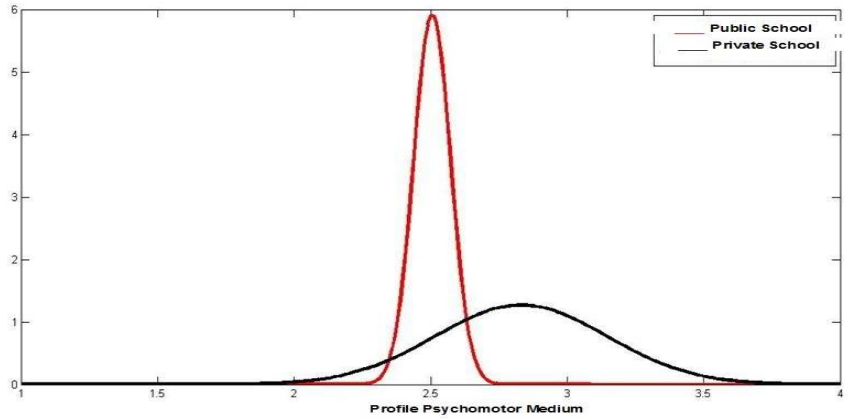
In the following table , they are the means and the Psychomotor Profile standard deviations , calculated separately for students from public and private schools.

Table 1: Mean and standard deviation of the Psychomotor Profile Medium Public and private schools.

	PUBLIC SCHOOL	PRIVATE SCHOOL
MEAN	2,5057	2,8314
STANDARD DEVIATION	0,0675	0,3143

This means a greater concentration of data around the average of the profiles of the public private schools in relation to these , in turn , present most heterogeneous profile values. The greater dispersion profiles of students from public schools in relation to the data of private schools can be seen when approaching the data for each group by Gaussian distribution. The estimates of the probability density functions of the Gaussian distributions from the means and standard deviations are shown in Table 1 and Figure 1.

Figure 1 : Profile of Approach Psychomotor East for school by Gaussian probability density functions



Esses resultados indicam que a maioria das crianças, das escolas públicas e privadas, apresentou desenvolvimento psicomotor normal com classificação considerada Eupráxica (FONSECA, 1995).

The results shown in the figure above show that among the groups analyzed the sample components of the study, private schools have better Psychomotor Level results compared with public schools.

These results indicate that most of the children had normal psychomotor development with classification considered Eupraxica (FONSECA, 1995).

CONCLUSION

The conclusive findings disclosed as a result of this research promotes understanding of the process of motor development of analyzed children when showing differences between the psychomotor structures, which is done as a direct recommendation to the professionals involved with the Basic Education in the sense that they can adapt and qualify the activities proposed in different educational institutions. Public institutions in Brazil, and directly related to this study the ones of Rio de Janeiro require better skills in relation to the work as stimuli to the psychomotor development.

Andrade et al. (1998), cites that even for children under optimal biological conditions, psychomotor development is affected by adverse environmental conditions acting on the individual trial. The results presented here suggest that children from private schools undergo more expressive motor trials than children from public schools, which can be directly related to the socio-cultural conditions of these children, their habits and the influence of the conditions of these schools. The most favored social condition of these children allows greater access to diversified toys and those complementary activities in school.

Psychomotor development, according to Fonseca (2010), can directly influence the educational performance in all its dimensions. Psychomotor structures have direct bearing on the development of basic cognitive skills for full learning.

REFERENCES

ANDRACA I, PINO P, LA PARRA A, RIVERA Y, MARCELA F. Factores de riesgo para el desarrollo psicomotor em lactantes nacidos em óptimas condiciones biológicas. Rev Saúde Pública, 32(2):138-147, 1998.

DEMO, Pedro. Escola pública e escola particular: semelhanças de dois imbróglios educacionais. Ensaio: aval. pol. públ.Educ. vol.15, n.55, pp. 181-206; 2007.

FONSECA, V. Psicomotricidade: filogênese, ontogênese e retrogênese.4 ed. Rio de Janeiro: Wak, 2010.

FONSECA, V. Manual de Observação Psicomotora: significação psiconeurológica dos fatores psicomotores. Porto Alegre: Artes Médicas, 1995.

GALLAHUE, D.; OZMUN, J. C. Compreendendo o desenvolvimento motor: bebês, crianças, adolescentes e adultos. 3. ed. São Paulo: Phorte, 2005.

GALLAHUE, D.L.; DONNELLY, F.C. Educação física desenvolvimentista para todas as crianças. 4ed.São Paulo: Phorte, 2008.

HAYWOOD, K. M.; GETCHELL, N. Desenvolvimento motor ao longo da vida. Porto Alegre: Artmed, 2004.

MIRANDA, Elaine Cristina de Freitas; GOMES, Leda. Ambiente escolar e aprendizagem na visão de pais e alunos do ensino fundamental. Boletim de Iniciação Científica e m Psicologia – 2002, 3(1): 53-73.

ROSS, S. Probabilidade: um curso moderno com aplicações. 8a Ed. Porto Alegre: Bookman, 2010.

SPENCE, J. C.; LEE, R. E. Toward a comprehensive model of physical activity. Psychology of Sport and Exercise. v. 4, p. 7-24, 2003.

Endereço: Avenida Cesário de Melo – nº9756 / Condomínio Monte Serrat – Paciência
Rio de Janeiro / CEP.: 22.783.235

COMPARATIVE STUDY OF PSYCHOMOTOR LEVEL BETWEEN SCHOOLCHILDREN FROM PUBLIC AND PRIVATE SCHOOL OF RIO DE JANEIRO

ABSTRACT

The main purpose of this study was to identify and compare the Psychomotor Profile through the Psychomotor Battery-OPB of Vitor da Fonseca (1995) of children from private and public schools of Rio de Janeiro. This research analyzed 400 children, aged 8 and 10 years, from ten schools of Rio de Janeiro, being 40 children in each school, of both genders. Among the 10 schools, 5 were from public schools and 5 private schools. The schools were located in 5 different regions of Rio de Janeiro (Zona Sul, Zona Oeste, Centro, Zona Norte and and Baixada Fluminense) in each region one pubic school and one private school were selected. The instrument used in this study was the Psychomotor Battery of Vitor da Fonseca (1995), which presents an analysis protocol of psychomotor profile by evaluating seven psychomotor factors (Tonicity and Balancing, Lateralization, the

Body Concept and Spatial-Temporal Structure, Global praxis and Fine Praxis).The results show that among the groups analyzed, the sample components of the study, private schools have better results on Psychomotor Level in comparison to public schools. The conclusive findings disclosed as a result of this research promotes understanding of the process of motor development of analyzed children when showing differences between the psychomotor structures, which is done as a direct recommendation to the professionals involved with the Basic Education in the sense that they can adapt and qualify the activities proposed in different educational institutions. Public institutions in Brazil, and directly related to this study the ones of Rio de Janeiro require better skills in relation to the work as stimuli to the psychomotor development.

KEYWORDS: Motor Development, Public and Private Education, Psychomotor Level

ÉTUDE COMPARATIVE SUR LE NIVEAU PSYCHOMOTEUR ENTRE LES ÉLÈVES DE LES ÉCOLES PRIVÉES ET CEUX-LÀ DE LES ÉCOLES PUBLIQUES DE RIO DE JANEIRO

RESUMÉ

La recherche ici presentée a comme objectifs identifier et comparer le Profil Psychomoteur des enfants issus de les écoles privées et publiques de Rio de Janeiro par La Batterie Psychomotrice de Vítor da Fonseca (1995). L'étude porte sur 400 élèves âgés de 8 à 10 ans, issus de dix écoles (cinq publiques et cinq privées), 40 élèves de chaque école, les deux sexes. Les écoles sont localisés en 5 différentes régions de Rio de Janeiro (Zone Sud, Zone Ouest, Centre-ville, Zone Nord et Plaine Côtière Fluminense), et en chaque région, une école publique et aussi une privée étaient choisis. L'instrument utilisé dans la présente étude était la Batterie Psychomotrice de Vítor da Fonseca (1995), qui révéle un protocole d'analyse du profil psychomoteur vers l'évaluation de sept facteurs psychomoteurs (le Contrôle Tonico-Moteur, l'Apparition de la Latéralisation, le Développement des Capacités Posturales et de Préhension, la Motricité Globale et Fine. Les résultats observés montrent la supériorité au Niveau Psychomoteur de les enfants de les écoles privées. Les éléments conclusives sugèrent que le lieu d'apprentissage motrice est une variable marquante pour la différence des résultats. De cette façon, il est recommandé aux professionnels de l'éducation primaire de faire plus attention au développement moteur de les enfants, dans le sens où ils peuvent aider et qualifier les activités proposés par les différents institutions d'enseignement. Les écoles publiques au Brésil, directement liés à cette recherche, nécessitent d'une meilleure qualification pour stimuler le développement psychomoteur aux enfants.

MOTS-CLÉS: Développement Psychomoteur, Écoles Privées et Publiques, Niveau Psychomoteur

ESTUDIO COMPARATIVO DEL NIVEL PSICOMOTOR ENTRE ESTUDIANTES DE LA ESCUELA PÚBLICA Y PRIVADA DE RÍO DE JANEIRO

RESUMEN

El principal objetivo de este estudio fue identificar y comparar el perfil psicomotor a través de la Batería Psicomotora - BPM de Vítor da Fonseca (1995), de los niños de las escuelas públicas y privadas de Río de Janeiro. Esta investigación examinó a 400 niños, entre 8 y 10 años de edad, procedentes de diez escuelas de Río de Janeiro, con 40 niños en cada escuela, de ambos sexos. Entre las 10 escuelas, 5 eran de escuelas públicas y 5 de escuelas privadas. Las escuelas estaban ubicadas en 5 regiones diferentes de Río de Janeiro (Zona Sur, Zona Oeste, Central, Zona Norte y Baixada Fluminense). En cada región se seleccionaron una escuela púbica y una escuela privada. El instrumento utilizado en este estudio fue la Batería Psicomotora de Vítor da Fonseca (1995), que presenta un protocolo de análisis del perfil psicomotor mediante la evaluación de siete factores psicomotores (la Tonicidad y el Equilibrio; la Lateralización; la Noción del Cuerpo y la Estructuración Espacio-Temporal ; la Praxis Global y la Praxis Fina). Los resultados muestran que entre los grupos analizados, componentes de la muestra de estudio, las escuelas privadas tienen mejores resultados a Nivel Psicomotor en relación con las escuelas públicas. Los hallazgos concluyentes expuestos como resultado de esta investigación, promueven la comprensión del proceso de desarrollo motor de los niños analizados dimensionando las diferencias entre las estructuras psicomotoras, que se realiza como recomendación directa a los profesionales que intervienen en la Educación Básica en el sentido de que pueden adaptar y calificar las actividades propuestas en diferentes instituciones educativas. Las instituciones públicas en Brasil, y directamente relacionadas con este estudio de Río de Janeiro, necesitan una mejor calificación en relación con el trabajo a los estímulos para el desarrollo psicomotor.

PALABRAS CLAVE: Desarrollo Motor, Escuela Pública y Privada, Nivel Psicomotor

ESTUDO COMPARATIVO DO NÍVEL PSICOMOTOR ENTRE ESCOLARES ORIUNDOS DA REDE PÚBLICA E PARTICULAR DE ENSINO DO RIO DE JANEIRO

RESUMO

O objetivo principal do presente estudo foi identificar e comparar o Perfil Psicomotor, através da Bateria Psicomotora –BPM de Vítor da Fonseca (1995), de crianças oriundas da rede pública e particular de ensino do Rio de Janeiro. A presente pesquisa analisou 400 crianças, com idade entre 8 e 10 anos, oriundos de dez escolas do Rio de Janeiro, sendo 40 crianças de cada escola, de ambos os gêneros. Dentre as 10 escolas, 5 eram da rede pública de ensino e 5 da rede particular. As escolas eram localizadas em 5 diferentes regiões do Rio de janeiro (Zona Sul, Zona Oeste, Centro, Zona Norte e Baixada Fluminense), em cada região foram selecionadas uma escola púbica e uma escola particular. O instrumento utilizado no presente estudo foi a Bateria Psicomotora de Vítor da Fonseca (1995), que apresenta um protocolo de análise do perfil psicomotor do testando através da avaliação de sete fatores psicomotores (Tonicidade e Equilibração; Lateralização; Noção do Corpo e Estruturação Espacial-Temporal; Praxia Global e Praxia Fina). Os resultados mostram que dentre os grupos analisados, componentes da amostra do estudo, as escolas particulares apresentam melhores resultados no Nível Psicomotor em relação às escolas públicas. Os achados conclusivos mostrados como resultado dessa pesquisa, favorece o entendimento a respeito do processo de desenvolvimento motor das crianças analisadas ao dimensionar diferenças entre as estruturas psicomotoras, o que se faz como recomendação direta à profissionais envolvidos com a Educação Fundamental, no sentido de que possam adequar e qualificar as atividades propostas nas diferentes instituições de ensino. As instituições públicas no Brasil e diretamente relacionada nesse estudo, as do Rio de Janeiro, necessitam de uma melhor qualificação em relação ao trabalho realizado quanto aos estímulos ao desenvolvimento psicomotor.

PALAVRAS-CHAVE: Desenvolvimento Motor, Rede de Ensino Pública e Particular, Nível Psicomotor