

## Psychomotor skills in Education

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### Abstract

When it refers to children, the importance of playing is observed for the development of the body. Through school activities it is possible to improve the children's physical fitness and psychomotor development through stimulation such as games and play, stimulating the child's motor skills and cognitive development. Therefore, this study has as its main goal to analyze psychomotricity applied to education. For this purpose, we used a bibliographical research based on the literature related to the subject matter of the study. It is important that psychomotricity be applied from early childhood education, a time of new learning and discoveries that will be carried throughout life. In this teaching-learning context, the teacher plays an important role in helping the child's development. When worked on correctly, psychomotricity can contribute significantly to the child's school life, being able to minimize difficulties and providing learning to the child.

**Keywords:** Development. Motor. Psychomotor Skills. Education.

### Psicomotricidade na Educação

#### Resumo

Quando se fala em crianças, observa-se a importância do brincar para o desenvolvimento corporal. Pelas atividades escolares se é capaz de melhorar a aptidão física das crianças e seu desenvolvimento psicomotor por meio de estímulos como jogos lúdicos e brincadeiras, estimulando a motricidade e o desenvolvimento cognitivo da criança. Diante disso, este estudo possui como objetivo geral analisar a psicomotricidade aplicada à educação. Para tanto utilizou-se a pesquisa bibliográfica baseada na literatura atinente a temática objeto de estudo. É importante que a psicomotricidade seja aplicada desde a educação infantil, momento de novas aprendizagens e descobertas que serão levadas por toda a vida. Neste contexto de ensino-aprendizagem o professor exerce importante papel no auxílio do desenvolvimento da criança. A psicomotricidade quando trabalhada de forma correta é capaz de contribuir de forma significativa na vida escolar da criança, sendo capaz de minimizar dificuldades e proporcionando aprendizagem a criança.

**Palavras-chave:** Desenvolvimento. Motor. Psicomotricidade. Educação.



## 1 Introduction

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Psychomotor education is a great basis for the child's learning process. Children who show difficulties in learning may have it related to the lack of experience related to motor development, according to Rochael (2009).

For Souza (2012), physical fitness and motor development complement each other, to the extent that as the elements of motor skills improve, motor development also evolves with regard to physical fitness.

The difficulties in the school environment may have different causes, among them neurological problems, hyperactivity, and failures in psychomotor development, among other factors. When it comes to deficits in the psychomotor development of children, there is a need for attention from teachers and family members because they are likely to cause consequences for the child's entire life.

When it comes to children, the importance of playing is observed for body development. By playing, children can exercise and develop their movements in a playful and pleasurable way. The child being stimulated from an early age tends to have a better performance in his school life.

The school plays an important role in child development in the early years. Through school activities it is able to improve the physical fitness of children and their psychomotor development through stimuli such as games and play, stimulating the motor skills and cognitive development of the child (ROSA NETO, 1996).

Through psychomotricity in learning there is the development of essential movements performed by the student, such as the movement of writing, fine motor coordination and also visual and auditory discrimination (PINHO et. al., 2009).

The psychomotricity in this context has an important role in the teaching-learning process, and it is through it that they are able to develop their skills, body attitudes and cognitive development, thus the ability to build new knowledge.





Therefore, this study has the general objective of analyzing psychometricity applied to education. To do so, it was used a bibliographic research based on the literature related to the theme object of study.

## 2 Methodology

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For the production of this article, the main approach used was the bibliographic analysis of several academic texts, such as articles, monographs, official documents in force, approved works available in full, governmental sites, books published by renowned authors.

In addition, a qualitative approach was also used to provide measurable explanations, descriptions, opinions, and behaviors. Wherever possible, data and establishments are compared to reach conclusions that lead to practicality and significant improvements.

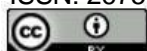
## 3 Results and Discussion

Next, the main concepts related to the subject of study will be presented.

The process of motor development refers to the changes in motor behavior throughout life, from babies to adults, in their permanent process of learning to move, considering the constant changes in human beings (GALLAHUE; OZMUN, 2002).

Motor development can be seen from three different aspects:

- Longitudinal: refers to mapping various aspects of an individual's motor behavior at a follow-up over several years and the changes that accompany each age.
- Transversal: presents the existing average differences between the most varied age groups, considering the developmental time;
- Mixed longitudinal: refers to the description and/or explanation of differences and changes that may occur over time, related to function and development and age.





It can be said that motor development presents phases and stages, relating to changes in motor behavior. Among the factors that cause development in motor behavior can be cited the individual's own factors, those of the environment and the task itself (GALLAHUE; OZMUN, 2005).

Regarding the phases, they can be divided into first, second, third and fourth phases, with the following characteristics:

First phase: reflex motor, refers to the movements of a fetus.

Second phase: rudimentary movements that are determined by maturation, they are highly predictable movements.

Third phase: fundamental movements, begin to occur in early childhood, with exploration and experimentation with the body's motor capabilities. The child learns to discover and perform movements, isolated and combined (GALLAHUE; OZMUN, 2005).

Fourth stage: specialized movements, movement is a tool that applies to many motor activities that are complex, used in more demanding situations (GALLAHUE; OZMUN, 2005).

In order to have an adequate motor development, it is important to observe the exit from the inability condition of the baby to the ability phase of childhood and then to the adult phase, returning to inability as a result of advancing age. Thus, it is observed that motor development follows the evolutionary changes of human motor behavior (FORTES, 2010).

For Fortes (2010) the process of movement and control of the body is happening every day, bringing with it challenges, according to the changes brought by the day to day. In the beginning of life there is an acquisition of motor skills, which will be refined throughout life.

Historically speaking, studies indicate that the studies on psychomotricity started in the 19th century with Maine de Biran. He defended that movement was placed as a component of the psychological structuring of the self (MELLO, 2006).





Although the 19th century is mentioned as the beginning of the study of psychomotricity, the symbol psychomotricity was first used in 1900, being used to study structural changes known as motor weakness (LUSSAC, 2008).

It can be said that psychomotricity is related to the deep knowledge of human movement, considering it as a whole and presenting an aid capable of promoting improvements in its development, connecting the movement to factors related to affection and emotions (FONSECA, 2008).

The evolution of children's development occurs in a dialectical way, being composed of morphological, psycho-emotional, psychosocial, metabolic, psychotonic, and psychomotor factors. In view of this, it is also observed that the lack of development of psychomotor schemes presents itself as one of the aspects that can lead to learning deficits in children. Thus, psychomotor aspects are capable of affecting students' school learning, and it is important to develop psychomotor assumptions, especially in the Early Childhood Education period.

Therefore, psychomotor education emerges as a teaching methodology capable of using human movement as a pedagogical means and favoring the child's development (NEGRINE, 1995).

Psychomotor education can also be understood as a capacity that leads the child to global development, by means of exercises and games adapted to each age group, respecting individual differences and increasing the autonomy of individuals. The technique seeks to transform the human body into a kind of instrument for action on the world as a whole.

In view of these aspects, psychomotricity is important to be included in school in the early grades, because psychomotor education can bring the following benefits to schoolchildren: it leads the child to the perception of his/her body; it helps the child to situate him/herself in space; it helps the child to master time; it helps the child to obtain the ability to coordinate his/her body movements; it develops intelligence, and prevents inadaptations..





According to Le Boulch (1991) psychomotor education is not only limited to the child's knowledge of his body movements, but of the relationship between the parts and the totality of the human body. Thus, the sooner psychomotor education is addressed in schools, the sooner students can get to know themselves, develop their maturity, body awareness, and intelligence.

Furthermore, Le Boulch (1991) defines the main objective of psychomotor education as being to contribute to the psychomotor development of the child. Thus, helping the child's personality evolution and school success.

In order to have a better understanding of psychomotricity, one must have an initial understanding of the individual's motor development. Motor skills can be understood as a motor response generated by the human body; the body receives a stimulus and has a response, a reaction (MARTIN, 2004).

To understand motricity it is important to observe some of the main concepts related to the theme:

**Fine Motricity:** plays a role in visual and manual coordination, acting in the most common actions of human beings (ROSA NETO, 2007).

**Global Motricity:** refers to a joint activity of muscle groups, acting in complex global movements.

**Balance:** refers to the stability, the diversified action of body segments (ROSA NETO, 2007).

Psychomotor disorders can be understood as those related to the execution of perceptible movements and disabilities. Those who present these disorders have difficulties in knowing laterality, among others. They can lead to situations of anxiety, insecurity, restlessness, among other emotional and intellectual problems (JOSÉ e COELHO, 2002).

Children with psychomotor disorders may present difficulties in writing, reading, spatial orientation, motor coordination, memory, laterality, balance, among others. Among the existing psychomotor disorders, we can mention parathyroidism, which is a muscle





rigidity, and syokinesia: a set of muscles in motion generating problems in motor coordination.

It can be observed that both psychomotor disorders and affective disorders are linked, being influenced by each other. Therefore, psychomotricity takes into account the individual as a whole, and there is no dissociation between movement and affectivity, for example.

Even before the child is one year old, it is already possible to identify psychomotor disorders, but if not detected during this period, over time there will be an association to motor disorders, and they may be observed during the formal learning process, when they will become more pronounced, translating into situations such as rhythm disturbances and behavioral changes. Although they are more likely to be observed at the beginning of schooling, the family should observe signs that may occur before this time.

Psychomotricity is one of the ways to provide improvements in the learning of children with difficulties, in order to improve the child's motor development, because children who have difficulties in motor development may present other difficulties at school.

Thus, it is observed that psychomotricity has a great contribution to the subject's learning process, given the encouragement of psychomotricity in the movements that permeate all stages of human life.

According to Vilar (2010) psychomotricity refers to a role of great importance in children's learning, considering the fact that psychomotricity disorders may present several other complications in the future.

In early childhood education, psychomotricity contributes to children's development. During the childhood phase, children use play as a way to discover the world. In the first years of life the formation of the human being takes place; it is the moment when the personality is developed and the child becomes aware of him/herself.

As far as children's learning is concerned, there is a need for the acquisition of several skills, among them motor development. At this stage, the child is in the preschool





phase and practices movements that help in its psychomotor development, such as playing, cutting and pasting, among other activities. The child acquires a sense of space, knows his abilities and difficulties, expresses himself and develops (OLIVEIRA; SOUZA, 2013).

8 Through movements, the subjects express themselves and have contact with the environment, thus developing their learning. In psychomotor education there is the learning of the child, with the development of feelings and movements. The motor learning happens in the cognitive, affective, emotional, and motor levels (GOUVEIA, 2004).

In the process of psychomotor education, the child must feel safe, so that he/she has the freedom to execute his/her movements. Children who do not have a good psychomotor development may have difficulties in areas such as writing, reading, among others (ROSSI, 2012).

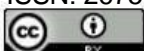
## 4 Final considerations

This study aimed to analyze psychomotricity applied to education. Through psychomotricity the child is aware of their movements and their body, and contributes to the formation of their personality and cognitive development.

It was possible to conclude that psychomotricity has great importance for the development of the teaching-learning process of children, and that failures in psychomotor development may be responsible for learning difficulties.

Children who present difficulties need to be accompanied by the school and family, and activities that work with the child's motor skills must be developed, observing the needs of each one. The difficulties need to be checked in their causes, seeking to identify the best intervention and thus seeking the most appropriate solutions.

It is important that psychomotricity is applied from early childhood education, a time of new learning and discoveries that will be carried throughout life. In this teaching-learning context, the teacher plays an important role in helping the child's development.







When worked properly, psychomotricity is able to contribute significantly to the child's school life, being able to minimize difficulties and providing learning to the child..

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