

## THE IMPORTANCE OF THE APPLICATION OF PSYCHOMOTRICITY IN THE EARLY YEARS OF ELEMENTARY SCHOOL FOR THE COGNITIVE DEVELOPMENT OF STUDENTS

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**ABSTRACT:** The present article aims to demonstrate the importance of psychomotricity in the early years of elementary school and how it contributes positively to the cognitive development of the child. Through games, games and playful activities that a motor and psychoemotional development. The professionals have to be able to perform them so that the benefits are directed to the students.

**Keyword:** Perform. Psychomotricity. Students.

### 1. INTRODUCTION

In the current context, the school reality is challenging for us educators because we come across children with great learning difficulties, problems that affect much of the school environment. Once this difficulty is not diagnosed, the child is labeled with negative adjectives.

Many students present difficulties at the time of learning, even when they strive not to achieve school success, so they feel unmotivated and with low self-esteem, hence the importance of indemnification of the problem understanding and collaboration of all parties involved in the process: parents, teachers and advisors, with the necessary help will have greater possibility to develop their cognitive skills.

Since it is relevant to know that learning difficulties are related to organic and emotional problems. So I ask:

How can psychomotricity contribute to the cognitive development of children at school?  
General: Investigate how teachers perceive learning difficulties in the early grades of elementary school. Specific: Check how education is described in the Pedagogical Political Project of the school. Identify how teachers perceive and express their students' learning difficulties. Check if there is a qualified professional to develop psychomotricity in the school investigated, and describe how it occurs.

## 2. PSYCHOMOTRICITY

According to Saboya (1995) defines psychomotricity as the objective, the study of man through the body in movements in relation to the internal and external world. For Ajuriaguerra (1988) psychomotricity is the science of thought through the body, economic and harmonious. Barreto (2000) apud Silva and Borges (2008) Affirms that psychomotricity is the integration of the individual, using, the movement and taking into account The relational or affective, cognitive and motor aspects.

His study constitutes motor and psychoaffective issues, being motor expressions (what he does) and psychoemotional (what he feels). As the psychomotricity has the human body its movement as the main object of study it encompasses several areas, such as education, pedagogy and health (JIMENEZ, 2008).

It is very important that they stimulate all motor functions where each one contributes to development, bringing health and working the body movements in a correct way that brings benefits to development as a focus on Early Childhood Education.

The basic concepts of Psychomotricity are: the improvement of motor functions with laterality, the structuring of the schema and body image, spatial and temporal notion, fine motor coordination (small muscles), global (large muscles), balance and rhythm (JIMENEZ, 2008).

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## DEVELOPMENT

### CONCEPTS RELATED TO PSYCHOMOTRICITY AND MOTOR DEVELOPMENT PSYCHOMOTOR ELEMENTS:

According to Goretti (sd) there are several categories and nomenclatures used to denominate psychomotor functions. Anyway, the concepts are basically the same; What changes is the way these concepts are classified and grouped. Thus, the most used nomenclatures in Brazil and their respective concepts are the following:

Body image – is the unconscious mental reproduction that we make of our own body, formed from the moment that this body begins to be desired, that is, how its construction takes place is the stage of the mirror that begins at 6-8 months of age, when the child already recognizes himself in the mirror, knowing that what he sees is his reflected image. The image, therefore, comes before the body scheme, so without image, there is no body scheme.

Body schema – is the preconscious knowledge referring to his own body and its parts, letting the subject relate to spaces, objects and people that surround him. The proprioceptive or

kinesthetic information is what builds this knowledge about the body and as the body grows, there are modifications and adjustments in the body scheme. The child can know that the head is on top of the neck and know that both are part of a larger set that is the body.

For Lima and Barbosa (2007) the concept of body can not be taught, so when the child can draw his own body is because he has already internalized it, that is, he already has a body mental image, which is created to the extent that he plays, explores and uses his body.

According to Silva and Borges (2008) when the child draws a human figure, he does so in the way he conceives it, in the way he perceives it. To be understood, a child's drawing must be evaluated not in its drawn image, but rather in the way it is stated by the dialogue with the child.

Tone – is the physiological tension of the muscles that ensures static balance and dynamic, coordination and posture in any attitude adopted by the body, whether it is in motion. Most people with Down syndrome have hypotonia, that is, a lower than normal tonicity or tension, which causes an increase in mobility and flexibility and a decrease in balance, posture and coordination.

Global coordination or broad motor skills – is the simultaneous performance of different muscle groups in the execution of voluntary, broad and relatively complex movements. To walk, broad motor coordination is used, in which upper and lower limbs alternate coordinatedly so that there is displacement.

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Fine motor – is the ability to perform coordinated movements using small muscle groups of the extremities, i.e. writing, sewing, typing.

Spatio-temporal organization – is the ability to guide oneself properly in space and time. For this, it is necessary to have the notion of near, far, above, below, inside, outside, next to, before, after.

According to Fonseca (1995) apud Silva and Borges (2008) the space structuring temporal proceeds from the functional organization of laterality and body notion, since it is necessary to increase the internal spatial awareness of the body before projecting the somatognostic referential into outer space.

Rezende, Gorla, Araújo, Caminato (2003) highlight that the spatial structuring pulls the child's awareness of the situation of his own body in a certain environment, having a notion of the place he occupies in space as well as his affinity with other people.

According to Silva and Borges (2008) the spatial structuring is not born with the child, it is a construction of the mind, an elaboration starting with the affective relationship between mother and child. The child who has well-defined notions of body image can perceive the position that the objects occupy, using his body as a point of reference. To assimilate the spatial concepts, the child needs to have well-developed laterality.

Temporal structuring is the intensely linked notions of body, space and time. This notion is very important for the child to learn to read, because one must have mastery of rhythm, a sequence of sounds in time, an auditory memory, a differentiation of sounds from words. It will be the temporal orientation that will adapt to the child's ability to locate himself in past events and project himself into the future. It is also important for the child to have mastery of the social notions of time (hours, month, seasons, etc.)

According to Goreti (sd):

Balance – is the ability to stand on a reduced support of support of the body using an appropriate combination of muscular, immobile or moving actions.

Laterality – is the ability to experience movements using to. That the two sides of the body, sometimes the right side, sometimes the left side. The child Right-handed, even with his right hand occupied, is able to open a door with his left hand. It's different from lateral dominance which is the greatest skill developed on one side of the body due to brain dominance, i.e. People with left brain dominance are more likely to develop more skills on the right side of the body and, therefore, are right-handed with left-handers, the reverse happens, since their brain dominance is on the right side.

Silva and Borges (2008) state that laterality is the preferred use of a from the sides of the body to the level of the eyes, hands and feet when satisfying activities. This dominant side has more muscle strength, precision and speed than the non-dominant side.

## WORKING THE MOTOR DEVELOPMENT

Physical education in elementary school comes to assist in the development of the child along with complementary activities. The work of the physical education professional is directly linked to the performance of activities that develop skills such as running, jumping, jumping, climbing, descending and walking.

It is also working the development of physical capacity, agility, speed, dexterity, and physical quality, strength and endurance. Knowing each stage and its limitations is important

so that there are no unnecessary charges for the child, the physical education professional should always be aware that the chronological, social and cognitive age of the motorcycle development, happen in different periods that go from person to person.

The relevance of PSYCHOMOTRICITY in cognitive development. In the process of early childhood education, the child seeks experiences in his own body, developing concepts and organizing the body scheme. The Psychomotricity approach allows us to understand how the child understands his body and the possibilities of expressing himself through it, locating himself in time and space. Human movement is built on a goal. From an intention as intimate expressiveness, movement becomes significant behavior. Therefore, every child needs to go through all the stages in their development (LIMA, 2007).

For Silva and Borges (2008) the psychomotor development requires assistance of the teacher through the stimulation of psychomotor activities, so it is not an exclusive work of the physical education teacher, but of all professionals involved in the teaching-learning process. In Early Childhood Education, the primary function of the teacher is not literacy, but should also stimulate the psychomotor functions necessary for formal learning.

According to Fonseca (1996) in the game the child has the opportunity to structure his body scheme, his relationship with space and time, to expand the use of the perceptual motor and still show his affectivity, providing the undazzling emotions.

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According to Kishimoto (1996) it is by playing that the child learns to work on his frustrations as he loses or wins. This factor becomes essential to growth and emotionally strengthens the individual and relationships with other people. In this case they gain vital importance, because the child needs to share collective moments to satisfy the desire to play and learn to live in the group.

## LEARNING DIFFICULTIES IN THE EARLY YEARS OF ELEMENTARY SCHOOL

Learning difficulties are linked to several factors, which manifest themselves differently in each child. These difficulties may be related to organic, cognitive, emotional, family, social, pedagogical aspects, lack of material and stimuli, low self-esteem, pathological problems, among others. Each aspect has its particularity, but interconnected can lead the child to school failure.

According to Morais (2007) a poorly constituted body scheme may result in a child who does not coordinate his movements well, dresses or undresses slowly, manual skills are difficult for him, handwriting may be ugly, his reading may be expressionless, not harmonious. When

the laterality of a child is not well established, it may show spatial problems, not perceive the difference between its dominant side and the other, learn to correctly use the terms right and left, present difficulty in following the graphic direction of reading and writing, not being able to recognize the order in a picture, among other disorders. Problems in spatial organization may cause difficulties in distinguishing letters that differ by small details, such as "b" with "p", "n" with "u", "12" with "21" (right and left, up and down, before and after), may constantly bump into objects, not organize well your materials for personal use or your notebook; It may not respect margins or write properly on the lines. A child with poorly developed temporal structure may not perceive time intervals,

Not noticing the before and after, does not predict the time it will take to perform an activity. Smith and Strick (2001, p, 15) define that: "the term learning disabilities refers not to a single disorder, but to a wide range of problems that can affect any area of academic performance." Rarely, they can be attributed to a single cause: many different aspects can impair brain functioning, and the psychological problems of these children are often complicated, to some extent, by their home and school environments, as well as by factors such as temperament and learning style.

There are many of these cases in which children are harmed because this referral is made late, in addition to having automatic errors, especially in reading and writing (OLIVEIRA, 2011).

The teacher must exhaust his resources before proceeding to a referral to several professionals, not all the problems presented are the full responsibility of the school, but something has to be done in the school environment, before referrals (OLIVEIRA, 2011)

## METHODOLOGY

This is a descriptive bibliographic research that seeks clarification and better understanding of the theme addressed through a review of scientific articles that address the present subject. Through this research it will be possible to verify the opinion of the authors about the psychomotricity related to elementary school.

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