

International Journal of Health Science

BODY IN MOVEMENT - WORKING WITH PSYCHOMOTRICITY

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Abstract: This study seeks the psychomotor development of children, providing the essential training in their motor, cognitive and affective evolution, providing the opportunity for them to become aware of their bodies through games and recreational activities, stimulating their perceptive aptitudes as a means of adjustment. of psychomotor behavior. The project proposes that children develop mental control of their motor expression, through recreation, performing activities considering their levels of biological maturation. Through guided recreation, children learn in various sports activities that help in the conservation of physical and mental health and socio-affective balance. The project was developed with the Maternal III classes of the C.M.E. Professor Tânia Arantes Junqueira, for 03 months.

Keywords: psychomotricity-play-development.

JUSTIFICATION

This project is necessary to simultaneously stimulate the motor and psychological development of children in fun and intelligent games, such as improving agility, perception of space, concentration, attention, cultural reasoning, in addition to the collectivity and sportsmanship of knowing how to deal with victories and defeats.

INTRODUCTION

The game and play in Early Childhood Education has as a presupposition, the double aspect of serving the development of the child as an individual, and the construction of knowledge, processes that are closely interconnected. During the playful practice, the child exercises their relationship skills, learns to win, to lose, to express their wants and desires, to negotiate, to ask, to refuse, to understand that they are not a unique being and that they need to live in a group respecting rules and contrary opinions.

The child needs to get in touch with a sensorimotor universe, creating a repertoire of acquisitions that will structure the human symbolic system, this is only possible with a developed postural system, which guarantees the child the freedom to explore the universe around him. and relate to him. It is believed that psychomotricity is the basis for the physical and psychic development of the human being, and that if you stimulate the five senses of children, you will be preparing them for the other learning that will come throughout life, inside and outside school. The psychomotor practice incorporated into educational projects, in which the child can use this tool, which is his body, to explore, perceive, create, play, relate, imagine, plan and feel can function as a facilitator and motivator for learning in addition to provide the child with possibilities to build their own identity so that they become autonomous through the play of sociocultural interactions and the experience of different everyday situations. At the age of three, the child's acquisitions are considerable and he has, then, all the essential neuromotor coordination, such as: walking, running, jumping, learning to speak, expressing himself, using games and games. These acquisitions are, without a doubt, the result of a progressive organic maturation, but, above all, the fruit of personal experience and are only partially a product of education. These were obtained and are progressively complemented by touching, groping, walking, falling, comparing, for example, and corticalization, in itself, "is a narrow function of lived experiences". (KOUPELNIK, 1978).

This close link between maturation and neuromotor experience, according to Henri Wallon, goes through different states: State of motor impulsivity; emotional states; Sensory-motor state; projective state. From the motor act to the mental representation, all levels of relationship between the organism

and the environment are graded (Wallon). Development for Wallon is a constant and progressive construction with affective and cognitive predominance. In early childhood education, the priority should be to help the child to have an adequate perception of himself, understanding his real possibilities and limitations and at the same time, help him to express himself bodily with greater freedom, conquering and perfecting new motor skills. According to Barreto (2000), psychomotor development is of paramount importance in preventing learning problems and in re-educating tone, posture, directionality, laterality and rhythm.



Activity with broom handles.

The education of the child must evidence the relationship through the movement of his/her own body, taking into account his/her age, body culture and interests. Psychomotor education to be worked on requires the use of motor, perceptual, affective and socio-motor functions, because in this way the child explores the environment, goes through concrete experiences, indispensable to his intellectual development, and is able to become aware of himself and of the world around her. Research defends, in general, working with the body all the time so that the child appropriates the notion of space through a pleasurable activity. Gabriel Chalita (2005, p. 45) says, in his book *The ethics of the boy king*, that: "All virtues

were taught and learned in the Magic Realm of Consciousness. There were two initial spaces for this learning. The first was the family. And the second was school. No creature failed to attend classes, which were highly appreciated by all his students. Creatures who understood learning as great fun. A very strong involvement with knowledge. Involvement that remained for a lifetime, as an absolutely natural quality. Learning is a thrilling adventure into the new. And who doesn't like news? And the new is good at any age. It keeps the flame of hope lit and the will to continue in search of wisdom."

Psychomotricity exists in the smallest gestures and in all activities that develop the child's motor skills, aiming at the knowledge and mastery of their own body. That's why we say that it is an essential and indispensable factor for the global and uniform development of the child. The structure of Psychomotor Education is the fundamental basis for the child's intellectual and learning process. Development evolves from the general to the specific; when a child has learning difficulties, the root of the problem, to a large extent, lies at the level of the foundations of psychomotor development. During the learning process, the basic elements of psychomotricity are frequently used. The development of the Body Scheme, Laterality, Spatial Structuring, Temporal Orientation and Pre-Writing are fundamental in learning; a problem in one of these elements will impair good learning. The movement in this case serves as a pedagogical resource aiming at the success of the child in other fields of knowledge. Playing, the child educates his sensitivity to appreciate his efforts and attempts, the pleasure he achieves when he manages to complete a task (catching a colleague, jumping over an obstacle) makes him feel accomplished for reaching a goal, raising his self-esteem. Play challenges the child.

METHODOLOGY

The project was developed directly with the students and parents, with the main objective of stimulating the broad and fine motor coordination of the students, through the making of games and toys and participation in games. To this end, teaching materials, recyclables and other resources will be used. During the development of the project, worked in a playful, theoretical and concrete way, we sought to instigate curiosity, development and active participation of the student and parents at all times of the topic addressed.

General objective.

Provide the psychomotor development of children through cooperative games and games, providing the best knowledge of their body and its limits, promoting physical activities as a means of improving movements and broad and fine motor skills, stimulating affectivity, cognition, concentration, attention, logical reasoning, among others, so that their development is always progressive and age-appropriate, providing the child with opportunities to surpass their goals.

Specific objectives:

The I, the other and the we;

(EI02EO01) Demonstrate attitudes of care and solidarity in the interaction with children and adults.

(EI02EO03) Share objects and spaces with children of the same age group and adults.

(EI02EO06) Respect basic rules of social interaction in interactions and play.

Traces, sounds, colors and shapes;

(EI02ET04) Identify spatial (inside and outside, above, below, between and side) and temporal (before, during and after) relationships.

Body, gestures and movements;

(EI02CG01) Appropriating gestures and movements from their culture in caring for themselves and in games and play.

(EI02CG02) Moving your body in space, guided by notions such as forward, behind, above, below, inside, outside, etc., when engaging in games and activities of different natures.

(EI02CG03) Explore ways of moving in space (jumping, jumping, dancing), combining movements and following directions.

(EI02CG04) Demonstrate progressive independence in the care of your body.

(EI02CG05) Progressively develop manual skills, acquiring control to draw, paint, tear, leaf, among others.

STRATEGIES

- Data survey;
- Development of the project;
- Meeting with parents;
- Presentation of the project and lecture for parents;
- Exposition of the factors that led us to work on this project with the children, explained by the proposing teachers;
- Material production (defined by parents);
- Extensive motor coordination;
- Fine motor coordination;
- Parents made some games to play later with their children using different materials;
- Play with rope;
- Displacement;
- Playing at school with parents;

TIMELINE

MONTH	ACTIVITY
April and May	Definition of the guiding project and elaboration
May	Project presentation
June to September	Project development
October	End with project presentation

WORKED SYLLABUS

Module	Contents	Developed activities
04 hours	Data survey;	Project elaboration;
02 hours	Meeting with parents;	Presentation of the project to parents;
02 hours	Talk with parents;	Exposition of the factors that led us to work on this project with the children explained by the proposing teachers;
02 hours	Laterality	Toys with drawings on the floor; hula hoops;
03 hours	Manufacture of materials (to be defined); Broad motor coordination; Fine motor coordination;	Parents will make some games to play later with their children using different materials;
02 hours	Broad motor coordination;	Rope play;
03 hours	Broad motor coordination;	displacement; Launch;
02 hours	Playing at school with parents; Broad motor coordination;	On this day we will receive the parents during class time to play together with the children some of the games that the parents played in their childhood;
02 hours	Broad motor coordination;	Ball racing;
02 hours	Fine motor coordination;	Cover and Uncover:
02 horas	Fine motor coordination;	Bat racing with the ball;
02 horas	Fine motor coordination; Cooperation;	Filling bottles with cups or bushings with the help of colleagues;
02 horas	Project closure;	Presentation of the project to the school community;

DIDACTIC RESOURCES

- hula hoops;
- Pet bottle.;
- Sponge;
- Recyclable materials;
- broom handles;
- masking tape;
- Children's literature books;
- Song;
- T.N.T.;
- colored glue,
- Multimedia;
- Rope;
- Cans;
- Chalk;
- straws;
- Egg box;



Activity with toys built by parents at home with the child.

RELEASE OF RESULTS

During the development of this project, we provide the children with activities necessary for the development of their motor skills, enabling different toys and games, interaction with other children of the same age group, parents and teachers. A cultural night was organized by the school institution where all the works produced were exhibited for the appreciation of the school community.



Exhibition of works produced in the project.



EVALUATION

The evaluation was carried out in a procedural and continuous way, observing the records made during the event of all activities. Aspects such as the involvement of each one in the activities, interaction with the other and exchange of information, mastery and development of acquired knowledge, experiences carried out by the children, initiative and creativity, in addition to collaboration to carry out the work, were considered.

FINAL CONSIDERATIONS

The project started in April 2019, we initially launched the project for the students of the classes involved, where we gathered everyone on the court and explained to them what would be developed, then we

played some games with them so they could imagine what it would be like. . At another time, each teacher made her individual presentation in the classroom using games for psychomotricity that she has in the classroom, such as: spiders for pincer movement, egg box with colored caps, basting, among others. At another time, in a meeting with the parents, we explained how the project in question would be worked and how they could help us with the children, especially in the making of toys, they lovingly joined the project and helped us at all necessary times.

During the execution of the psychomotricity project “Body in Motion, Working with Psychomotricity” we worked on different games and games and making games to be used with children, where we used: balls, ropes, clubs, buckets, pet bottles, barbecue sticks, recyclable lids, clothespins, wool, pizza boxes, bottles of fabric softeners, paper plates. We sent home suggestions for toys so that the parents could choose what they could make to be worked on in the classroom with them together with the children, which was quite satisfying to see the engagement and commitment of the parents of the nurseries III with the education of children. their little ones, as they worked hard and came to the living room to play with them on the agreed day. Family and school involvement are of great importance for the child’s development, and we believe that we were able to achieve the objectives proposed within the project.

The interaction between the nurseries in the proposed activities was very fruitful, where we tried to do some activities together, such as disputes over filling the bottles with water, tug of war, among others. The children interacted very well, competing naturally and socializing peacefully with each other.

The activities designed for the psychomotor development of children are extremely

necessary for their evolution in this stage of early childhood education, and we believe we have collaborated a lot so that they had an effective development in their school life. It became even clearer for us teachers that the games, whether directed or not, are part of the child’s world and are extremely important for their development, and can be at home or at school and must be worked on encouraging imagination and creativity, and that their psychomotor development is always surrounded by fun, games and situations that lead them to their full evolution.

Due to the large number of children and adolescents that we find today in schools with learning difficulties, and some, even without the basic prerequisites for their development in writing and reading, we thought of developing this project with our children from kindergarten III, seeking to stimulate their motor skills with a lot of movement. It is essential that the interest in playing is maintained in children still in Early Childhood Education, because currently, the world of technology, when misused, provides them with a bad result in their motor training, as many do not play at home or in parks and are focused on TVs and electronic devices. In this way, we seek to awaken in children the pleasure of discovering that the world of play can and should be used not only in schools but also at home and in other favorable environments, through interaction with their parents, getting involved with their daily lives. , in the school space, providing opportunities for cognitive, social and motor learning in a pleasant and thought-provoking way.



Activity with plastic packaging lids.



Activity with popsicle sticks.

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