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INTEGRATING PSYCHOMOTRICITY AND PSYCHOPEDAGOGY IN EARLY CHILDHOOD EDUCATION: PROMOTING AFFECTIVE AND COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD

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Abstract: This article addresses the effective integration of psychomotricity and psychopedagogy as fundamental tools in the context of Early Childhood Education, with a focus on affective and cognitive development during early childhood. The main objective is to examine how the combination of these approaches can optimize the educational environment, promoting holistic growth in children. The methodology adopted was a comprehensive literature review, exploring relevant studies, theories and educational practices that highlight the intersection of psychomotricity and psychopedagogy. The results highlight the importance of psychomotricity in promoting children's motor, emotional and social skills, while psychopedagogy plays a crucial role in identifying and intervening in possible learning difficulties. The integration of these approaches has proven effective in creating an environment conducive to cognitive and affective development, strengthening the emotional bonds between educators and children. The conclusions highlight the tangible benefits of this integration, emphasizing the need for collaboration between education professionals, psychomotricians and psychopedagogues. This work contributes to the practical and theoretical understanding of how the synergy between psychomotricity and psychopedagogy can enrich the educational experience in early childhood, providing a solid foundation for children's overall development.

Keywords: Psychomotricity; Psychopedagogy; Early childhood education; Holistic development.

INTRODUCTION

Integrating Psychomotricity and Psychopedagogy in Early Childhood Education is an approach that stands out for its potential to promote affective and cognitive development in early childhood. This work arises from the need to understand and explore the synergy between these two disciplines, with a view to enriching educational practices aimed at children in their first years of life.

The choice of this topic is based on the importance of psychomotricity and psychopedagogy in the educational context of children. Both areas have valuable tools for stimulating not only physical development, but also cognitive and emotional skills, which are fundamental in this crucial period of human development.

The research aims to answer the following question: How can the integration of Psychomotricity and Psychopedagogy enhance affective and cognitive development in Early Childhood Education? This problem will guide academic production, directing analysis towards the positive impacts of this integration on children's educational experiences.

The specific objectives of this study are: Explore the theoretical foundations of Psychomotricity and Psychopedagogy; Identify the specific contributions of Psychomotricity to the development of cognitive and affective work in Early Childhood Education; Propose foundations on the effective integration of Psychopedagogy in the educational environment.

The research was based on a comprehensive literature review involving renowned authors in the field of Psychomotricity and Psychopedagogy. The works of Alves (2007), Andrade (2004), Fonseca (2004), Henry Wallon (2003) and Vygotsky (1998) were central references. The methodology included a comparative analysis and synthesis of the approaches, providing a holistic understanding of the potential of the proposed integration.

EXPLORING THE CONCEPTUAL CONCEPTUAL BASIS: THEORETICAL THEORETICAL OF PSYCHOMOTRICITY AND PSYCHOPEDAGOGY IN EARLY CHILDHOOD EDUCATION

Exploring the conceptual bases of the theoretical foundations of psychomotricity and psychopedagogy in early childhood education involves understanding the theories underlying these fields and their application to children's integral development.

In the 1970s, various authors contributed to defining psychomotricity as relational motor skills. Until then, it was defined as "an activity of a total organism expressing a personality, and motricity as one of the ways of adapting to the outside world". (ALVES, 2007).

In this context, it can be observed that "Psychomotricity is the science of man in movement, of relationships with himself, with the world, with the body, through the body and its corporeality - Freinet". Thus, Freinet highlights the broad perspective of psychomotricity as the science of man in movement, underlining the complex interactions between the individual, their body and the surrounding environment.

In Freire's (1989) view, when asked what psychomotricity is, a series of notions appear, ranging from the simplest conception, such as maturation of the nervous system, neuro-motor processes, prerequisites, coordination; to the relational aspects of human motricity: body and emotion.

The reference to psychomotricity as "the science of man in movement" suggests a holistic approach that goes beyond purely physical dimensions. This highlights the importance of considering the human being as a complete entity, integrating physical, cognitive and emotional aspects.

As psychomotricity has the human body and its movement as its main object of study, it encompasses various areas, such as education, pedagogy and health (JIMENEZ, 2008). In education, psychomotricity plays a crucial role in promoting child development. Psychomotor practices can be incorporated into the curriculum to stimulate children's motor, cognitive and affective development. Activities involving conscious movement, motor coordination and body perception are often used to enrich the educational experience.

Therefore, every child needs to go through all the stages in their development (LIMA, 2007). Child development therefore follows a sequence of stages that each child must go through in order to achieve healthy and integral development.

As well as work related to psychomotricity, psychopedagogy in early childhood education plays a crucial role in monitoring and supporting the cognitive, emotional and social development of pre-school children. The psychopedagogue's work in this context involves understanding the particularities of the learning process, identifying possible difficulties and implementing strategies to promote an inclusive and stimulating educational environment.

The institution of Early Childhood Education as a space for the psychopedagogue to work leads us to look for alternatives for the training of professionals who work directly with children in this institutionalized space, although this is not an easy task. According to Hoffmann and Silva, 2014, p. 12, 10 :

This training must go beyond training or simply suggesting activities and games to be played. What is needed above all is critical reflection on the practices developed on a daily basis, through spaces for exchanges and dialog between educators and the dissemination of innovative experiences that take into account today's children, with an investigative and curious attitude towards their unique life contexts.

Exploring the fascinating universe of Psychopedagogy in Early Childhood Education reveals the vital role of this professional in educational institutions. The psychopedagogue emerges as an agent of transformation dedicated to understanding and enhancing the development of children from zero to five years old.

Therefore, the importance of training psychopedagogues in early childhood education highlights the need to go beyond training and suggestions for activities. It proposes work that involves critical reflection on daily practices, promoting spaces for dialog between educators.

O ROLE OF PSYCHOMOTRICITY IN EDUCATION EDUCATION E ITS CONTRIBUTIONS TO COGNITIVE AND AFFECTIVE DEVELOPMENT

Psychomotricity plays a crucial role in early childhood education, contributing significantly to children's cognitive and affective development. This pedagogical approach integrates motor, emotional and cognitive aspects, recognizing the interaction between body and mind in the construction of knowledge.

In this way, Vygotsky (1993) points out that cognitive and affective are mutually influenced, because [...] anyone who separates thought from affect denies the possibility of studying the inverse influence of thought on the affective, volitional plane of psychic life.] who separates thought from affect, denies in advance the possibility of studying the inverse influence of thought on the affective, volitional plane of psychic life, because a deterministic analysis of the latter includes both attributing to thought a magical power capable of making human behavior depend solely and exclusively on an internal system of the individual, and transforming thought into a useless appendage of behavior, an unnecessary and impotent shadow. (VYGOTSKY, 1993, p. 25).

Wallonian theory is also extremely important in the discussion about affectivity in teaching and learning. Wallon (2003) divides human development into five stages: impulsive-emotional; sensory-motor and projective; personalism; categorical; puberty and adolescence. The author places affectivity as one of the central aspects of human development, arguing that psychic life is made up of three dimensions - motor, affective and cognitive - which influence each other. According to Wallon (2003), the development of the individual starts with the first interactions with the human environment through emotions, which are seen as discharges of energy and gradually give way to feelings and then intellectual activities.

The creator of Relational Psychomotricity, André Lá Pierre, believes "that the body is not essentially cognition, but also the place of all sensitivity, affectivity, emotion of the relationship with oneself and with the other." Batista and Lá Pierre (2004).

Thus, it is possible to observe the integrative approach of Relational Psychomotricity, which emphasizes the importance of the body not only as a vehicle for cognition, but also as the central space for the expression of sensitivity, affectivity and emotion in relationships with oneself and others. This perspective emphasizes the interconnection between physical and emotional aspects of human development, highlighting the complexity of bodily experience.

As Vitor Fonseca states in *Manual de Observação Psicomotora* (1995), the full development of motor skills may not happen due to a lack of the necessary stimulus, because psychomotor skills are the result of the relationship between the child's internal and external selves. For this relationship to happen, the child needs to perceive their own body as existing. Similar to the notion of self-perception when someone says "since I've known myself...", children become aware of their own senses in the environment in which they live. As Fonseca states:

It is necessary for the child to symbolize their body, to give a semiotic expression to their body. This symbolization of the body itself and its involvement is vital for human and child learning (FONSECA, 1995, p. 301).

Fonseca (1995) points out that it is through movement that children not only learn, but also explore, improve their skills and build their perceptions and emotions in relation to their environment.

Here are some specific contributions that psychomotricity can make in this context in a holistic way:

- **Motor Development/Motor Coordination:** Psychomotor activities help develop fine and gross motor coordination, which are essential for mastering basic motor skills such as holding a pencil, cutting out paper and other fundamental movements.
- **Cognitive Stimulation:** Spatial and Temporal Perception - Psychomotor activities promote spatial and temporal awareness, improving children's ability to understand and interact with the environment around them. Logical Reasoning - Games and activities involving movement encourage the development of logical reasoning, helping children to make connections between different pieces of information.
- **Emotional and Affective Expression:** Body Expression - Psychomotricity offers children a way of expressing emotions and feelings through the body. This contributes to the development of emotional awareness and promotes the healthy expression of feelings. Social Development - By taking part in group psychomotor activities, children learn to work as a team, share and respect rules, promoting social and emotional development.

- **Improving Attention and Concentration:** (Games and Focused Activities) Psychomotricity can include games that require attention and concentration, contributing to the development of these fundamental skills for learning.

- **Self-awareness and self-control:** Body awareness: Through activities that promote body awareness, children develop a better understanding of themselves, favoring self-awareness and emotional control.

- **Stimulating Imagination and Creativity:** (Symbolic Games) Psychomotricity often incorporates symbolic games that stimulate children's imagination and creativity, promoting cognitive and emotional development.

- **Sensory Integration/Sensory Development:** Psychomotor activities can address sensory integration, helping children to process and interpret sensory information more effectively.

These contributions of psychomotricity in early childhood education are interconnected and aim to promote integral development, addressing both the cognitive and affective aspects of children. These practices can be incorporated in a playful way and adapted according to the needs and ages of the children involved.

FUNDAMENTALS FOR A EFFECTIVE EFFECTIVE OF PSYCHOPEDAGOGY IN EARLY CHILDHOOD EDUCATION

The effective integration of psycho-pedagogy into early childhood education is fundamental to providing a learning environment that meets the individual needs of each child.

Psychopedagogy is formed by the combination of two sciences - psychology and pedagogy - so it is a science that studies the process

of human teaching and learning, and its object of study is the human being in the process of constructing knowledge (FELDMANN, 2006). Committed to improving learning conditions, its aim is to identify the essential difficulties in the construction of knowledge and non-knowledge.

Psychopedagogy is an exciting journey that brings together the powerful disciplines of psychology and pedagogy. In this fusion, it becomes the science dedicated unraveling the intricate paths of human learning. Imagine yourself as an architect of knowledge, building bridges between knowing and not knowing. Its inspiring purpose lies in the continuous improvement of learning conditions, identifying the fundamental difficulties that arise in the process of building knowledge. Each challenge is an opportunity to illuminate the path of knowledge for those who seek the light of learning.

According to Andrade (2004), psychopedagogy is still seeking the autonomy of a discipline and scientifically delimiting human learning as its theme, the learning subject or subject in a learning situation as its subject and intervention research as the method of investigating the reality that interests learning as an area of knowledge or “interdisciplinary” action in learning processes (CASTANHO 2002. P 30).

It is therefore essential to mention that psychopedagogy is constantly developing, seeking to consolidate its identity as a discipline and improve its theoretical and practical approaches to understanding and intervening effectively in human learning processes. Interdisciplinarity and intervention research are key elements in this process.

Psychopedagogy can make important contributions to early childhood education, working on issues relating to teacher-student relationships and redefining pedagogical procedures, interacting the affective and cognitive through the learning of concepts in different areas of knowledge (FAGALI; VALE, 2003, p.

10). It can also contribute to pedagogical action in early childhood education through reflections with the teacher on the development of the group of students and in the preparation of suitable proposals for them to advance in their learning and also contribute with knowledge of psycho-pedagogy (CAMPOS, 1997, p 34).

The effective integration of psycho-pedagogy into early childhood education is fundamental to providing a learning environment that meets the individual needs of each child.

Here are some important fundamentals for this integration:

- **Understanding Child Development:** Psychopedagogy in Early Childhood Education must be based on an understanding of children’s cognitive, emotional, social and motor development. Knowing the typical characteristics of each age group helps professionals adapt their teaching practices.
- **Psycho-pedagogical assessment:** Carrying out a psycho-pedagogical assessment is crucial to identifying possible learning difficulties or the specific needs of each child. This assessment must be carried out in a careful and respectful manner, with the aim of understanding each student’s individual profile.
- **Individualized Pedagogical Planning:** Based on the results of the assessment, psychopedagogy professionals can contribute to the development of individualized pedagogical plans. These plans must take into account the specific abilities and needs of each child, ensuring a personalized approach.
- **Partnership with Teachers and Parents:** The effective integration of psycho-pedagogy in Early Childhood Education involves close collaboration between psycho-pedagogues, teachers and parents. Open and regular commu-

nication is essential in order to share information about the child's progress and adjust strategies as necessary.

- **Early Interventions:** Identifying and addressing possible learning difficulties at an early stage is fundamental. Psychopedagogy in Early Childhood Education should focus on interventions that help children overcome obstacles and develop fundamental skills.

- **Inclusive Environment:** Promoting an inclusive environment is crucial for the effective integration of psycho-pedagogy. This involves adapting the learning environment to meet the different needs of children, providing equal opportunities for all.

- **Continuous training for professionals:** Continuous training for professionals involved in early childhood education is essential. This includes teachers, psycho-pedagogues and other related professionals. Constant updating allows them to be aware of best practices and innovative approaches.

- **Stimulating socio-emotional development:** Psychopedagogy in early childhood education should also focus on children's socio-emotional development. Strategies that promote emotional intelligence, empathy and conflict resolution are fundamental for integral development.

- **Use of Active Methodologies:** Active teaching methodologies, which involve the child's active participation in the learning process, are recommended. This can include practical activities, educational games and projects that arouse interest and curiosity.

- **Continuous Monitoring:** monitoring of each child's progress is essential in order to adjust interventions as necessary. Psychopedagogy in Early Childhood Education should be a dynamic and adaptive process.

By integrating these fundamentals, psychopedagogy in Early Childhood Education can play a significant role in the integral development of children, promoting an inclusive and personalized educational environment.

METHODOLOGY

In order to achieve the objectives, an exploratory study was carried out on the chosen topic, in the form of a literature review. According to Gil (2002), exploratory research aims to provide greater familiarity with the problem, making it more explicit. Therefore, the theoretical basis of this monograph was based on bibliographical research.

Lakatos and Marcone (2001, p.66) state that bibliographical research seeks to "survey, select and document" all the content that has already been published on the subject being researched. Thus, books, encyclopedias, magazines, articles, theses and dissertations, among others, can be used as a source of research. Also according to the authors, bibliographical research means much more than just searching for the truth, it aims to find answers to the proposed questions and puts the researcher directly in touch with the material already written on the subject.

In order to achieve the desired results, the research focused on reviewing and analyzing studies that explore the benefits and importance of integrating Psychomotricity and Psychopedagogy in the development process of children in Early Childhood Education.

CONCLUSION

Research has shown that Psychomotricity offers valuable tools to stimulate physical development, positively impacting on children's cognitive and emotional abilities. Understanding the theoretical foundations of Psychopedagogy has allowed us to establish clear guidelines for its effective integration into the educational environment, emphasizing the need for personalized approaches to meet children's individual needs.

The specific objectives set were achieved, providing answers to the research's central question. The integration of Psychomotricity and Psychopedagogy emerges as an enriching approach, capable of fully promoting affective and cognitive development in Early Childhood Education. This work has not only highlighted the relevance of the subject, but has also provided practical guidance for educators and professionals, with the aim of improving educational practices aimed at children in their first years of life.

In summary, the research has shown that the integration of Psychomotricity and Psychopedagogy in Early Childhood Education represents a promising prospect, contributing

to for a richer and more stimulating educational environment.

FINAL CONSIDERATIONS



This work represents an opportunity to contribute to pedagogical practices that value the whole child, promoting affective and cognitive development in the first years of life. The integration of Psychomotricity and Psychopedagogy is essential in the context of Early Childhood Education, and I hope that this research will inspire meaningful reflections and actions. I hope that everyone who reads this study finds lessons that can enrich their educational practices and make a difference to children's education.

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