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STUDY ON THE DEVELOPMENT OF PSYCHOMOTRICITY IN CHILDREN OF SCHOOL AGE AT THE PRIMARY CYCLE LEVEL

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Abstract

From the multitude of aspects and mental manifestations of students in physical education and sports activities, the study of motor behavior is very important because in bodily activities the motor side predominates.

The progress of the psychomotor behaviors of each individual is acquired according to his aptitude, the degree of physical and intellectual development and the educational influences to which he was subjected in childhood.

One of the psychomotor characteristics necessary for schooling is the third period specific to childhood, namely, the school period in which the motor-psychism relationship is much better highlighted in the sense of detaching the intellectual level from the motor that is automated.

To a large extent, the personality of the young student depends on psychomotor skills, but it must be observed that the student's attitude depends on the acquisitions and education of psychomotor skills developed in kindergarten and even in the family.

The research aimed at analyzing the literature to identify the importance of developing/educating psychomotor skills in primary school children. The accomplishment of any adequate motor act implies not only execution and reception, but also information processing, under the control and domination of the psyche, implying, therefore, the participation of the complex function called psychomotor skills. It has a great significance in the voluntary regulation of actions and has as component elements: body scheme, laterality, basic motor behaviors, organization, orientation and spatio-temporal structure, perception and representation of movement.

One of the forms of adaptation to the external world that allows the child to carry out both an exploratory and an intellectual activity, getting involved with his whole personality is psychomotor skills.

In order to achieve a good instructive-educational approach, the teacher who is concerned with the education and training of the child must have truthful information on the characteristics of development and the structure of psychomotor skills with all its components.

Keywords: psychomotor skills, education, development, child, behavior.

Introduction

As the instructive-educational process is carried out, in a more rigorously organized way regarding its efficiency, the importance of the psychic elements in the children's activity as well as of the corporal and sports activities increases.

In the literature, psychomotor skills are considered as a multilateral function, a capacity that includes both aspects of motor activity and reactions of perceptual functions.

Psychomotor as a comprehensive activity, which conditions the adaptation of human behavior, includes the participation of various actions and mental functions, which determine both the receipt of information and the appropriate start of response. One of the forms of adaptation to the external world that allows the child to carry out both an

exploratory and an intellectual activity, getting involved with his whole personality is psychomotor skills.

"Through its basic components, psychomotor skills make possible pragmatic adaptation (learning professional, manual, intellectual techniques), social adaptation (ways of interpersonal communication), aesthetic adaptation (body expression techniques), educational adaptation" (Rășcan M. 2002).

"Psychomotricity is a complex function that integrates and combines motor and mental elements, which determines the regulation of individual behavior, including the participation of different processes and mental functions, ensuring the proper execution of responses to various stimulus reactions" (Preda V. 1999).

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Motricity as a functional substructure of psychomotority is the global name of muscular reactions, through which the movement of the body or its various components is achieved.

However, it was found that developmental delays or various functional disturbances of movement/coordination of the body and its components concern the quality of movement, required by a certain task or stimulus situation. This quality, more or less disturbed, of movements and especially of gestures, is determined by the way information is received and interpreted, as well as the quality of the response act which is influenced not only by motor factors but also by factors. cognitive, motivational, volitional, etc. So, it is a "much more complex act that combines motor skills with mental ones in the use of action", and this act is called psychomotor skills (Preda V. 1995).

The purpose of the research: The investigative approach was based on the desire to reveal the importance of the development of psychomotor skills in primary school students and its relationship with the physical education lesson. It is an imperative aspect necessary in the conditions in which at this level the group of students is very heterogeneous in terms of potential and motor knowledge. Especially since recently, the new regulations require the school to adapt the programs to the needs and potential of the student.

Research methods used: analysis and generalization of data from the literature, study of working documentation and indirect pedagogical observation.

Discussions: A rudimentary motor is generally noticeable, more pedagogically, made with large muscles of the body, which defines the child's ability to get up, to walk, continuing with balance, climbing, hitting, catching, etc. and a delicate motor that usually involves small muscles, with a special evolution, such as grasping, handling different materials, using different objects, etc.

Movement is considered to be the basic stimulus of psychomotor development, which is achieved either under the diversity of natural and adaptive forms, or under that of physical exercises.

From the practical activity carried out during the physical education classes, according to the school curriculum, we used different games for the development of psychomotor skills (Games for balance and manual dexterity: "Balanced ball", "Follow the choice", etc. articulator: "Reverse control",

"Do as I do!", Visual discrimination games: "Find the lost thing!", "Color - shape - size - position" game, Hearing discrimination games: "Do you recognize the object?", "What is heard?", Games for stimulating higher cognitive processes: Games for stimulating thinking: "Who knows more?", Games for stimulating memory: "Memory

game", Games for stimulating attention: "Attention game", Games for socio-affective development: "De- to travel ... ", Breathing education games: "Who inflated the balloon faster? "etc.) noting that in addition to the fact that they participate with pleasure and enthusiasm, the games help them to act according to their game partner, to know each other, to wait their turn, to accept rules, factors that contribute to the assimilation of the notions of laterality, spatial and temporal body scheme (up, down, left, right, face, back, next, after the first , after the last etc.). The reason for making these games is not only to develop psychomotor skills, but also to improve the child's personality from the perspective of schooling.

The significance of psychomotor education is given by its presence as one of the main specific objectives of physical education.

In his paper, Psychology of Physical Education, M. Epuran formulates the objective of physical education and sports showing that psychomotor development includes:

- a) Development of motor skills, such as: speed, strength, endurance, dexterity, suppleness;
- b) Development of kinesthesia (complex perception of movement);
- c) Development of motor skills and abilities (walking, running, jumping, throwing, climbing, pushing, traction, etc.);
- d) Development of the body's working capacity and adaptation to the task of movement (mastery of the body, mastery of the environment).

The structure of psychomotor skills - The importance of psychomotor elements must be highlighted, in terms of motor behavior, in the voluntary regulation of actions, regarding the ratio of intention, goal orientation, as well as the mechanisms of follow-up, control and coordination-compensation.

We emphasize this importance by mentioning the components of psychomotor skills (M.Epuran, 1976):

- Body scheme;
- Dynamic coordination (of the whole body as well as of the segments);
- Laterality;
- Static coordination-balance;
- Perceptual-motor coordination (perception of space, rhythm and own movements);
- Speed of movements;
- Ideomotricity (as a dynamic synthesis of the body scheme and of the perceptual-motor coordinations as a motor task).

Constantin Albu and his collaborators identify in psychomotor education two types of objectives: general objectives and particular objectives.

The general objectives of psychomotor skills are the following:

- knowledge and understanding of the constituent elements of psychomotor skills;
- knowledge of the tools through which one can act;
- mastering the basic behaviors of psychomotor skills in order to obtain an adequate reaction;
- early identification of psychomotor delays to guide the education process for their disappearance;
- rapid diagnosis of psychomotor disorders and guiding the re-education process to reduce the negative effects.

The particular objectives pursued by psychomotor skills are the following:

- development of kinesthesia, perception and complex representation of movement;
- improving the capacity of movement directed towards the precise adaptation to the demands and the mastery of the body;
- evaluation of the psychomotor potential by assessing the relationship between biological and chronological age;
- development of basic and applied motor skills and abilities: walking, running, jumping, throwing, balance, climbing, traction;
- improvement of motor qualities: strength, speed, endurance, skill.

"The main phenomena that fall into the sphere of psychomotor skills are:

- Coordinations - static, dynamic and perceptual-motor that are manifested in all the effectors of the musculoskeletal system.

- Body scheme - the central command and control system of motor skills, the automated structure, acquired through motor activity (motor experience), having the cortical location in the motor homunculus. According to V. Horghidan 2000, the body scheme is a dynamic structure, to which experience permanently imprints new features, in which replacements are made (within certain limits the different segments that compose it can take on different importance, erecting in the figure', and then melted as a whole.

- Ideomotricity - is the conscious or unconscious reflection of the motor potential fixed in the body scheme and which is manifested concretely in the coordination system;

- Motor intelligence- Exceptional manifestations of ideomotricity can be considered as signs of superior motor intelligence - motor creativity.

- Speed of movements (including reaction speed) - is influenced by temperamental peculiarities, which are genetically conditioned (different speeds of propagation of nerve influx and crossing of synapses) "(S. Tudos 2000). Of course, psychomotor development can be influenced by internal factors: heredity, as well as by environmental and sociocultural factors: climate, diet, family environment, etc. Also, child psychomotor skills are largely influenced by

biological and psychological factors: nervous maturation, learning and the type of experience gained.

An indispensable element in the child's development, from a psychomotor point of view, is his own body. Thus, the important role that the perception of the body scheme plays is highlighted and the parent has the role of helping the child to become aware of the parts of his body and what their function is. Motor development in children takes place from various positions and stages, thus observing its development by accumulating basal acquisitions (rolling, quadrupeds, orthostatism, walking) and along the way by learning complex acquisitions - fine and gross motor skills, according to author G.P. Barbu 2012.

The role of parents in the development of these skills is important, it is recommended that they encourage and stimulate the child so that he develops harmoniously on the motor plane and acquires self-care skills. To do this, the child should be encouraged to explore and perform play activities so as to develop gross and fine motor skills.

"Psychomotor behaviors evolve after birth in accordance with neuro-motor maturation and enrichment of the child's cognitive baggage. The psychomotor evolution of the child becomes important through characteristics that will help evaluate the level and quality of his development, in certain ontogenetic stages:

1. The psychomotor evolution of the child is distinguished by qualitative leaps, based on quantitative accumulations, new forms of behavior are always superior to the previous ones.

2. The newly acquired qualities will include the old acquisitions, enriching the area of the individual's manifestations (motor or mental).

3. Psychomotor skills are distinguished by age-specific stages and without spectacular transformations at short intervals (there are methods and tests for measuring the level of psychomotor development,)

Psychomotor education begins at preschool or school age, focusing on self-education through one's own body, able to promote the harmonious development of various aspects of personality, autonomy and self-realization, according to stages and educational objectives, folded to needs and age the child in three relational situations: with himself, with the world of objects and with the world of adults.

Psychomotor education is identified by its own pedagogical means (movement, play, body expression, etc.) in order to be included among the methods of active pedagogy "(Abălașei, B., 2011).

Psychomotor abilities

Coordination has not only a motor form but also a cognitive one; In the motor field it is about

muscles and nerves, and in the cognitive field about the possibilities of learning the motor act. Specialists say that this quality, coordination, refers to the ability to master the first complicated movement, to learn as quickly as possible the chaining of complex movements, the quality of responding to changing situations.

Coordination capacity can be defined as a psychomotor quality that is based on the correlation between the central nervous system and the skeletal muscles during a movement.

Coordinative abilities are inconceivable without the other motor qualities: strength, speed, endurance and their complex involvement in the movement. They are not effective in the psychomotor evolution of the child except in cooperation with the conditional abilities.

The influence of psychomotor skills in the physical education lesson on the child's integration in the primary cycle

"It is hard to imagine that a child can at least try to approach the first class of the primary cycle in the conditions in which he performs inaccurately the balance and coordination movements, or that he does not have the manual dexterities for the age of 6-7 years. Observed during gymnastics exercises, or even at play a child who does not perform complex balance movements will not be able to start school successfully.

There are children who do not have any psychomotor disabilities but who have received an inadequate education. In this case, although the child has a good native background has not gone through all the normal stages of development. At first glance, these children have a false psychomotor deficiency and behave as if they have a real disability. That is why it is much harder to correct than to start on a correct path from the beginning "(Dondea S. 2006). During its development, the human being constantly needs movement to adapt to the environment.

After the age of six, there is a long stage of maturation of motor skills:

- gradually increase strength and physical abilities, the child begins to manifest multiple motor skills.

- the completion of the motor development is achieved gradually and quite slowly. The nerve centers on which this development depends do not all reach maturity at the same time, their functional balance changing with age.

From individual to individual, there are differences in the maturation of this balance, which is why even at the age of 6-7 years more than half of children have motor coordination difficulties, manifested by insecurity and frequent synkinesias.

Simultaneously with the physical development and with the general motor organization and habilitation, the psychomotor skills are structured

and organized, which, during the development, has several general characteristics, of which the most important are (Arcan, P., Ciunăgeanu, D.):

- the development of psychomotor skills occurs gradually, in distinct stages, with behavioral characteristics specific to each age;

- psychomotor behaviors evolve, after birth, progressively, based on innate skills, in close connection with neurosomatic maturation and then with educational training (according to previous stages).

- In the psychomotor evolution there are qualitative leaps, based on some acquisitions favored by the physical and intellectual development, the new forms of conduct being always qualitatively superior to the previous ones;

- the new qualities include the previous ones, through successive restructurings;

- the evolution and psychomotor transformations have a continuous character, being perceived only at longer time intervals;

- psychomotor development is frequently asynchronous at the level of different processes and characteristics, due to their own rhythms of development, which can be below or above the average age level, differing from one individual to another;

- psychomotor development is performed in parallel with the development of the neuromuscular system;

- from a certain level of development, the motor and psychomotor behaviors evolve and reach superior performances only due to the contribution of intelligence;

- obvious differences, manifested by a development and a significant psychomotor behavior lower than the average normal level, denote insufficiency or a psychomotor deficiency.

Basic principles of growth and development processes

These aspects have been studied by many authors.

Gh. Tănăsescu highlights five principles that underlie the growth and development processes:

1. The growth rate gradually decreases, being lower as the child grows.

2. The growth rate is uneven, the periods of slow growth alternating with those in which the evolution is slower. The first three years of life are characterized by intense growth, followed by a period of slow growth lasting up to 10-11 years. In the pubertal stage the growth is intense, but after the age of 14-15 years it becomes slower, stopping approximately around the age of 18-19 years;

3. The rhythm of growth and development of different organs and tissues is special for the same period of time. Growth is uneven, some organs have a rapid development (the brain), while others evolve slowly (the muscular system);

4. The development of organs and systems is done in conditions of interdependence. There is a direct relationship between the development of the osteo-muscular and muscular system or between the development of the brain and that of the analyzers;

5. The two sexes have a different development. At birth, girls have lower waist and weight values than boys. Puberty occurs faster in girls, but the values they reach (especially height) are lower than boys.

Conclusions: After studying the specialized literature, regarding the notion of psychomotor skills, we noticed the essential role of the development of psychomotor skills in order to organize a good instructive, educational or recovery process for all ages and types of people.

There are two aspects of influencing the activity of psychomotor skills in school activity, one related to normality and the other to disorders or even disability. Because the integration in school of children with psychomotor disabilities of any kind is a necessary moral fact, programs to improve the psychomotor status of these children is mandatory.

The specialist must have important information on the education of psychomotor skills, which he must use properly, in order to have the desired results.

Addressing the problems of psychomotor skills requires understanding the human being in the physical-motor and spiritual unity because the motor and mental side are mutually conditioned.

It can be stated that psychomotority has a multilateral and integrative function in which the notion of movement is linked to thinking, language, affectivity and social behavior, its normal development being ordered by bio-psycho-social factors.

We can summarize that psychomotor development includes knowledge of one's own body, special coordination, dynamic, general and segmental, a possibility of tonic-motor inhibition and respiratory control, in establishing a safe authority, in acquiring the orientation, spatial organization and exact spatio-temporal structuring, in an increasingly predominant social adaptation.

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