

**Psychomotricity and adversities in the teaching of early childhood education**

**A psicomotricidade e as adversidades no ensino da educação infantil**

**Psicomotricidad y adversidades en la enseñanza de la educación infantil**

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### **Abstract**

Psychomotricity is one of the foundations in child development, a science that unites the body in movement and mental activity, admits a translation that relates body movement and its intentionality, studies human development in all phases. In this sense, this article aims to understand psychomotricity and adversities in early childhood education, to recognize the relationship between body and mind, and the importance of psychomotor development since childhood. In order to promote and achieve a deeper study on psychomotricity in early childhood education, this research took place in a bibliographic way through studies by authors dealing with the theme. The authors who guided this research were Duprê (1862-1921), Wallon (1879-1962) and Le Boulch (1981), who report the contexts and challenges of psychomotricity for a better development in human life. The results of the present study brought deeper reflections regarding the knowledge of the psychomotricity investigation process and the adversities in early childhood education.

**Keyword:** Psychomotricity; Child Education; Human Development; Mental Activity.

### **Resumo**

A psicomotricidade é um dos alicerces no desenvolvimento infantil, uma ciência que une o corpo em movimento e a atividade mental, admite uma tradução que relaciona a movimentação corporal e a sua intencionalidade, estuda o desenvolvimento humano em todas as fases. Nesse sentido, o presente artigo tem por finalidade compreender a psicomotricidade e as adversidades na educação infantil, reconhecer a relação entre o corpo e a mente, e a importância do desenvolvimento psicomotor desde a infância. Com o intuito de promover e alcançar um estudo mais profundo sobre a psicomotricidade na educação infantil, esta pesquisa se deu de forma bibliográfica através dos estudos de autores que tratam da temática. Os autores que nortearam essa pesquisa foram Duprê (1862-1921), Wallon (1879-1962) e Le Boulch (1981), estes relatam os contextos e desafios da psicomotricidade para um melhor desenvolvimento na vida do ser humano. Os resultados do presente estudo trouxeram reflexões mais profundas no que tange ao conhecimento do processo de investigação da psicomotricidade e as adversidades na educação infantil.

**Palavras-chave:** Psicomotricidade; Educação Infantil; Desenvolvimento Humano; Atividade Mental.

### **Resumen**

La psicomotricidad es uno de los pilares del desarrollo infantil, una ciencia que une el cuerpo

en movimiento y actividad mental, admite una traducción que relaciona el movimiento corporal y su intencionalidad, estudia el desarrollo humano en todas sus fases. En este sentido, este artículo tiene como objetivo comprender la psicomotricidad y las adversidades en la educación infantil, para reconocer la relación entre cuerpo y mente, y la importancia del desarrollo psicomotor desde la infancia. Con el fin de promover y lograr un estudio más profundo de la psicomotricidad en la educación infantil, esta investigación se llevó a cabo de forma bibliográfica a través de estudios de autores que abordan el tema. Los autores que orientaron esta investigación fueron Duprê (1862-1921), Wallon (1879-1962) y Le Boulch (1981), quienes relatan los contextos y desafíos de la psicomotricidad para un mejor desarrollo de la vida humana. Los resultados del presente estudio aportaron reflexiones más profundas sobre el conocimiento del proceso de investigación de la psicomotricidad y las adversidades en la educación infantil.

**Palabras clave:** Psicomotricidad; Educación Infantil; Desarrollo Humano; Actividad Mental.

## 1. Introduction

The word psychomotricity is a science that studies human development at all stages, as it has a transdisciplinary content, with various attributions from scientific fields such as philosophy, psychology, neurology, pedagogy, among others, have different meanings for psychomotricity, but always referring to the motor, intellectual and socioemotional aspects. Therefore, the term psychomotricity is divided into two words: "psyche" phenomena of the mind, such as sensations-perceptions, and "motorbike" which means force that gives movement; contemporary psychomotricity constitutes a multidisciplinary approach to the body and human motor skills, thus helping the child to become aware of his body scheme, acquiring greater internalization of movements and the main educational concepts (Teixeira-Arroyo & Oliveira, 2007; Vieira, 2009; De Aquino et al., 2012).

The Brazilian Association of Psychomotricity (ABP), the most representative entity in Brazil, defines psychomotricity as an organized and integrated movement, in function of the experiences lived by the subject whose action is the result of his individuality, his language and his socialization (Arraes et al., 2017; Dos Santos, 2018; Monteiro & Fernandes, 2019).

Among these various definitions, we can highlight a classic, by Ajuriaguerra (1966), who states that psychomotricity "[...] is the science of thought through the precise, economical and harmonious body", or a more current one, by Falcão and Barreto (2009), who addresses psychomotricity as "[...] psychomotor development is of paramount importance in early

childhood education, as a means of preventing students from having learning problems in the future, re-education of tone, posture, directional of age, laterality and rhythm ”.

Early childhood education comprises the age group from 0 to 6 years of age and, during this period, psychomotor activities are developed by family members and teachers, actions such as promoting crawling, singing songs that relate the body to the sound, causes it to be born the child acquires some previous movements, and it is a pedagogical and psychological practice that uses physical education as a reference to assist the global development of the child through his movements, this helps to avoid learning disorders, but over time he needs guidance and support to improve your development: motor, social and cognitive.

Psychomotor education should be considered as basic education in primary school. It conditions all preschool learning: it leads the child to become aware of his body, of laterality, to situate himself in space, to dominate his time, to acquire skillfully the coordination of his gestures and movements. Psychomotor education should be practiced from an early age; conducted with perseverance, it allows to prevent maladaptations that are difficult to conduct when already installed (Le Bouch, 1992).

In psychomotricity, it is essential that the activity, in order to be psychomotor, is experienced in total surrender when doing, in which attention is fully directed towards action, distraction finds a place to present itself, and that whatever is desired to be done is done. way you can do it. That is, without charges and judgments. What the body can do must not only be thought of, but very intensely lived, to be integrated into the experience and flow towards the unified, harmonious and balanced body in terms of behavior and conduct.

Demonstrating psychomotricity in a playful way for an accessible and facilitating construction for children is essential, contributing so that they can overcome the difficulties they encounter in their school routines, in social and family life, and thus develop their motor, affective and social skills as the learning process and obtain satisfactory results. And to be successful, early childhood education professionals need to be versatile, challenging and prepared to meet the needs of each child.

Psychomotor stimulation, incorporated into Early Childhood Education curricula, can add sensory, perceptive, social and affective motor experiences, which are capable of making children's learning full of symbolic and non-symbolic content that are the genesis of verbal language and, later, of language. written language (Gonçalves, 2010).

Psychomotricity with this premise, it is very important to study it, see it as a tool and see the human being in its entirety, never separating the rational being from the emotional,

and intellectual being, giving him an opportunity for the total development of your skills and possibilities as an individual (Lussac, 2008; Ribeiro & Bezerra, 2015; De Souza Quintino & Corrêa, 2018).

According to Le Bouch (1992), psychomotor development is divided into three phases: Body experienced, body perceived or discovered and body represented, each of these phases is determined by the gradual acquisition and improvement of skills obtained in the previous phases. All the psychomotor development described above is only possible due to the existence of a central nervous system maturation process (Piaget, 1972; De Jesus, 1994; Ré, 2011).

Therefore, professionals in early childhood education need to articulate games, games, activities that can be developed in a playful way and that these activities are not just entertainment, but that facilitate the process of psychosocial, motor and cognitive development. The body as a gateway and a learning outlet, uses Psychomotricity to expose all the transcendence of its experience.

The school in the initial grades of elementary school, has an extremely important role, as it directly influences the development of the student, being able to help in the improvement of physical fitness, and psychomotor development, using playful games, games that stimulate the cognitive and affective side of the child (Rossi, 2012; Dos Santos & Costa, 2015).

## **2.Theoretical Reference**

### **2.1 Historical context of psychomotricity**

Psychomotricity emerged in the late 19th to mid 20th century with texts on neuropsychiatry and neurophysiology, when questions of the body and mind began to emerge. However, in the 20th century, the theorist Ernest Duprê (1862-1921), known as the father of psychomotricity, a neurologist, emerges, in his clinic he observed and treated motor disorders and mental weaknesses (Pereira, 2014; Dos Reis, 2017).

As time passed, he began to observe the importance of movements and their meanings for patients, thus defining psychomotricity as a correlation between motricity and intelligence, Wallon (1879-1962) psychologist and pedagogue referred to psychomotricity as an expression of the body's psychism and by the movement, Lê Boulch (1988) reports the structure of psychomotor education as the fundamental basis for success in the learning

process (De Oliveira et al., 2015; Freire & Germano, 2019)

According to the definitions of Duprê and Wallon, it is possible to highlight the importance of the relationships between the body, movement and psychosocial aspects for the study of psychomotricity, valuing the time that each child needs to acquire satisfactory results in their learning.

For the subject to know the environment that surrounds them, it is necessary that functions such as perception, language, formation of concepts and development of thought, after being individually formed, integrate and influence each other.

The history of psychomotricity, already represented by a century of effort of action and thought, its scientificity in the area of cybernetics and information technology, will certainly allow us to go further than the description of the mutual and reciprocal relations of the coexistence of the body with the psychic . This phylogenetic and ontogenetic intimacy represents the evolutionary triumph of the human species; a long past of several million years of psychomotor achievements (Zirondi & Leite, 2018).

According to Gallahue (2005, p, 03), motor development is related to cognitive and affective areas of human behavior, being influenced by many factors. Among them, environmental, biological and family aspects stand out, among others. This development is the continuous change in motricity, throughout the life cycle, provided by the interaction between the needs of the task, the individual's biology and the conditions of the environment (Maia & Albuquerque, 2005; De Oliveira & da Fonseca, 2019).

All the child's experiences (pleasure, pain, success or failure) are always lived bodily. If we add social values that the environment gives to the body and its parts, this body ends up being invested with meanings, feelings and very particular and absolutely personal values (Neto, 2000).

The approach to psychomotricity admits that it is essential to conduct a more complex and analytical study on human development followed by different sciences to better understand the importance of acting and expressing oneself correctly. The psychomotor process unleashes all the possibilities of one's own, even with limits, promoting self-balance, either by praxis or expression, where psychomotricity is in the smallest gestures and activities that are performed.

Psychomotricity contributes significantly to the formation and structuring of the body scheme and its main objective is to encourage the practice of movement at all stages of a child's life. Through activities they have fun, create, interpret and relate to the world in which they live. Therefore, more and more, educators recommend that games and play occupy a

prominent place in the school program since early childhood education.

## **2.2 Psychomotricity and children in early childhood education**

The principles of psychomotricity are psychomotor structures, they are responsible for developing children's perceptions, spatial and temporal, motor skills, visual memory, specific visual skills, rhythm, concentration and attention, balance among others. The way the psychomotricist is going to develop is not as important as structuring that individual to mature psychomotor and neurological functions.

The challenges are constant and early childhood education professionals need to be engaged to improve the performance of each child in a broad way, these challenges occur in stages that occur from birth to adulthood, being directly influenced by the social relationships in which these individuals are subjects.

The individual is not made all at once, but is built, through interaction with the environment and his own achievements. And, working on the developmental activities of psychomotricity is a process carried out through the experiences acquired by the child through his relationships in the social environment. Human development follows some basic principles: cephalo-caudal development, the acquisitions that begin in the head region and evolve towards the feet. And near-distal development, the change process for arms, hands and fingers (Dias et al., 2211; Hassano, 2011; Bora et al., 2019).

The child develops body movements, which are gradually structuring and taking shape. Throughout life, these movements take on meanings and exert great influence on their movement and behavior. The human being is born with a movement capacity that is still quite limited and needs long years of childhood just to master the basic movements (Borba, 2008; veras, 2010).

These movements improve the process of interaction with the environment in which each child lives, thus knowing their own body and space, collaborating for their development and obtaining results for the steps they go through. With the child education facilitator, this process is acquired according to the value obtained for each child.

Psychomotor development depends not only on the possibilities offered by the environment, but on the cultural variations in which the children are inserted and the pace of each individual. Although the development is similar for all children, the order in which the activities are dominated depends on their maturation factor, while the degree and speed in which the domain occurs are more dependent on individual experiences and differences.

Most of this process occurs in the preschool phase, each child goes through stages that consist: in the way of speaking, walking, running, writing etc. and they learn to develop in different ways and according to their routine. It is essential that the child play with his body, explore his movements, environment and objects to adapt to each situation that the environment imposes on him. This stage is called the experience of the child, the exploration of the environment, its investigative and incessant activity.

The teacher of early childhood education should seek activities that facilitate psychomotor development, through movements with games, games, stimulating the movements of the body and mind in a playful and healthy way, and in this way they acquire their own space observing the differences they have to their thus respecting the space of the other and helping children to develop a harmonious motor skills.

The growth pattern of human motor behavior, which changes through life and time, and the large number of influences that affect them. They constitute support for different scientific theories and support the evolution of studies that are characterized by research techniques and the means used to obtain data, which are elaborated and discussed as a way of elucidating the different paths that make up the existence of man and his physical, organic, cognitive and psychological evolution (Almeida & Falcão, 2008).

Concepts, illustrations and theories add to the context the necessary structure so that such studies can legitimize and offer reliable foundations about the hypotheses that they intend to establish and discuss.

Often the failures with our children when performing more complex activities can be related to psychomotor practices such as balance, laterality and body scheme that were little developed in early childhood education. Thus, psychomotor education is responsible for all learning processes, helping the child to understand the world around him and perform activities with satisfactory results (Barcelos & Almeida, 2008; CRUZ & POTTKER, 2007).

### **2.3 Valuing the child in preschool**

Valuing pre-school education and all that are part of it is the first step to be taken. The child is the center of interest, everything is focused on him, his global development, from the social to the motor, becomes the educator's main objective. Over the years, psychomotricity has been valued by professionals in the field of education, the school and teacher have mainly in the early years a relevant role, when directed to psychomotor education.

The pre-school process is challenging, each child goes through different phases linked mainly to the environment they live in. And the term psychomotricity is intended to characterize the conception of movements. These movements improve the child's interaction process as the medium, exposing their desires, their possibilities of communication, expression and affectivity.

The children's evolution process is related to motor skills, affectivity and intelligence. Motricity is one of the origins of intellectual life, and so it is characterized as one of the fundamental elements of early childhood education. Knowledge, awareness and the general development of the child's personality cannot be isolated from emotions (Teixeira, 2003; Fonseca, 2016).

Therefore, it is necessary for education professionals to have a solid and qualified training, in order to know how to properly instruct children in the classroom. Training is not built by accumulation (of courses, knowledge or techniques), but by means of critical reflection on teaching practices and the permanent construction of a personal identity. That is why it is so important to invest in the “person” and give a status to know about the experience. The idea of investing in the “person” is linked to the perspective that training involves aspects of personal life intertwined with professional life (Dos Santos et al., 2009; Braga et al., 2017).

In this context, it is essential that the teacher of early childhood education has adequate knowledge about the psychomotor development of children, since psychomotricity presents itself as an alternative to be used by him, in view of possible difficulties that may arise in the teaching-learning process. , as it offers greater training to the child in the assimilation of school learning.

The opposite of this view is the main reason for the large learning deficits that educational society currently tries to correct. In order to ensure this point of view, teacher training must be based on: understanding the identity of each child, it also requires knowing the relationship between culture and school, accompanying the child in his process, which ranges from motor expressiveness to movement.

In the conception of (Dias, G. N.; Cabral, N.F.; Silva, P.R.S., et al., 2020), it is important to realize the use of our daily activities. What this contributes to our life in society. The fact that our activities are so intense that we do not have time, even to live with our children and give them the necessary education, or too much time, that due to the fact that on many occasions “doing nothing” leads us to a condition of lost in a world full of injustice. Everything we do or fail to do is important for our daily lives. To speak of the constitution of

the habitus, it is necessary first of all to know its history and genesis and all the structures in force in this society and in that specific field.

According to Le Boulch (1992), psychomotor education conditions all preschool learning, leading the child to become aware of himself in space and time, acquiring skills to coordinate his gestures and movements, preventing difficulties that may arise during the teaching process -learning in different age groups.

The role and place of psychomotor education will, of course, correspond to the different stages of child development. Thus, it is understood that: in the course of early childhood, all education is psychomotor education. In the course of second childhood, psychomotor education remains the fundamental core of an educational action that begins to differentiate itself in activities of expression, organization of logical relationships and those necessary for learning to read-write-dictation. For this reason, in the course of “great childhood” the differentiation between educational activities is more marked, and psychomotor education maintains the relationship between the various activities that simultaneously contribute to the development of all aspects of personality (Rossi, 2012; Ribeiro & Bezerra, 2015).

Playing brings the child conditions to develop and appropriate elements of reality through the understanding of their meanings. So, in this phase, the school becomes a place of learning that will involve body movements, and playing becomes the pedagogical principle of everyday life (Corasari et al., 2028).

In this sense, the preschool phase should be seen as guiding the child's motricity, seen as a teaching-learning-pedagogical process, organized, planned and structured according to the child's evolution needs and limitations, whether with games, games and bodily experiences, and thereby educate the movement and intervene in the motor problems that students may present.

Children observe their daily situations and reproduce in play, but there may be new possibilities that will only be presented in the following stages of the individual's development. As for the adult, the lived experiences develop the personality, for the child it is the games that will develop this role, the play is proof of the child's creative capacity that structures his personality through the relationship between the playful and his experiences. Playful activities enable the child's integral development, since through these activities the child develops affectionately, socially coexists and operates mentally (Dallabona & MENDES, 2004; Niles & Socha, 2014).

The ability to raise and adapt children has great wealth, a capacity that never ceases

to be accumulated, as it will serve as a basis for transforming their reality in various situations throughout life. A child with good development of his / her psychomotor skills in the preschool phase, will not present learning difficulties, he / she will form by himself / herself his / her thoughts, concepts and will perform more easily the proposed activities in his / her daily life, as well as assimilate concepts faster and more effective way (Carvalho & Pedrosa, 2002; Voivodic & Storer, 2002).

#### **2.4 The space of each child in their learning process**

The National Curriculum Reference for Early Childhood Education (RCNEI) was created in 1998 to serve as a guide for reflecting on educational didactic content, aiming at improving the quality of caregivers and education for children from 0 to 6 years of age. Early childhood education institutions should promote a physical and social environment where children feel protected and welcomed so that they can take risks and, thus, overcome challenges and that a rich and challenging environment favors the expansion of knowledge about themselves, their others and the environment in which they live (Faria & Palhares, 1999; Cerisara, 2002).

According to Gallahue et al., (2013), the development is increasing both in the physical aspect, in the intellectual and affective aspects, and everything depends on the common influences. The developmental stages are common to all children, but differences in family environment and social environment will define their behavior. Thus we observe children of the same age, but with different behaviors, which proves that each child is unique and must be respected.

In order to obtain these fundamentals, it is not only the professionals of early childhood education to achieve better results in the learning process, but also the parents to guide them in the process of maturing their children, making it easier for these children to be prepared for their family and school social life.

Currently, we see the need for educators to be teachers, psychologists, psycho-pedagogues or other professionals who work in the school to try to specialize to meet the demand that children bring to the school environment. Only with the official arrival of psychomotricity to school with a Psychomotricist will we replace exclusion with inclusion, disability with possibilities, transforming the concept of re-education to that of education in its broadest definition.

Although learning is directly related to the child's developmental course, the two are

never carried out in equal measure or in parallel. Development in children never accompanies school learning in the same way as a shadow accompanies the object that projects it. In reality, there are highly complex dynamic relationships between development and learning processes, which cannot be encompassed by an immutable hypothetical formulation. Each subject dealt with at the school has its own specific relationship with the child's development course, a relationship that varies as the child goes from one stage to the other (Jacomini, 2009; Rego, 2013).

Motor skills such as jumping, running, jumping must be worked on in Physical Education. These two fields, psychomotricity and physical education, can bring excellent results for students, whether in the cognitive, affective and motor aspects. The gradual construction of motor skills opens up new possibilities for interaction with the world for the individual, from which new learning opportunities arise.

All children, regardless of gender, race, potential, physical or mental are entitled to opportunities that maximize their development, since the movement has an important role in this process, the curriculum of physical education in early childhood education implies the structuring of an environment of learning that helps children to incorporate the dynamics of problem solving, as well as the motivation to discover the manifestations of the culture of movement (Ferraz, 1966).

However, many theorizing difficulties will arise, there will still be many theoretical-practical conflicts, but the advancement of this area of knowledge cannot fail to have as a basic orientation that the human being is unique, in a constant process of evolution, and that, in its interventional essence, should facilitate access to an optimized normal psychic functioning.

### **3. Methodology**

It is a qualitative and documentary research.

Pereira, A. S., et al. (2018). It was used as a research source used in this article as formatting and indication of the means and forms of correction.

In order to promote and achieve a deeper study on psychomotricity in early childhood education, this research made use of bibliographic approaches in education seeking to highlight and deepen representations about the educational and educational experiences of the subjects, as well as enhancing the understanding of different mechanisms and historical processes relating to education in its different times.

The authors chose to use a qualitative, descriptive and exploratory approach. Based on these studies, it was observed the historical report and definition of psychomotricity, psychomotor development of the child and the adversities found in early childhood education regarding the development of motor skills.

The methodology used during the production and conception of this research, consisted of several consultations, through bibliographic reviews of articles, books, magazines and annals published in national and international scientific events, in an attempt to understand the challenges of psychomotricity in early childhood education. The authors explored this theme in a broad and meaningful way, to contribute to a more assertive discussion and to collaborate with the teaching-learning process in different stages of early childhood education.

The interpretative and exploratory readings of researchers such as Duprê, who defined psychomotricity with a combination of motor skills and intelligence, Wallon who referred to psychomotricity as an expression of the psyche by the body and movement, and Le Boulch (1981), who states that psychomotor education significantly helps the child development process, were the foundation for elaborating this theme in this study.

#### **4. Final Considerations**

It is hoped that the knowledge covered in this research can contribute to professionals in early childhood education, assist in psychomotor activities and the importance of this science for education. Learning the relationship between the body and the cognitive and its implications for the environment is essential to accompany and develop the student in several disciplines.

The analyzes raised in the present study brought deeper reflections regarding knowledge in the psychomotricity investigation process and its challenges in early childhood education, showing that learning difficulties are increasingly present in the educational scenario. However, it is worth mentioning that there is no guide for working with psychomotor skills in the classroom, the educator will evaluate each student, their perceptions, their interests and will carry out the necessary activities respecting the individuality and growth of each student, taking into account the educational structure .

According to Falcão and Barreto, psychomotricity in early childhood education prevents students from having learning problems in the future.

That is why it is necessary for the school to have a preventive role in building the

basis for students' learning, and this will happen, through awareness of the importance of psychomotor education in the teaching-learning process, especially of children in the early grades. . Which leads us to understand that children in their learning process are guided by early childhood education, which is responsible for more complex brain stimulation.

With this, pre-school education becomes the fundamental axis that becomes essential in the understanding of human motor skills, taking into account that education and learning go together, and the student is not just a “deposit” of concepts. Because he has a mind in constant transformation, which needs to be worked on to strengthen his cognitive and social development, which, if not given due attention in the school phase, can cause serious problems in different stages of his life.

This work reached its main purpose in providing all the support and theoretical increment necessary to improve the work in practical and real situations.

We suggest the present work in classes of elementary school I, initial series with the application of the theories suggested and developed with the demonstrated historical base, creating a possible and grandiose research that will present countless collaborative results for science.

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