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Importance of Integral Motor Skills in Early Education

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ABSTRACT

The main objective of this study is to assess the importance of stimulating motor skills at early ages for the integral development of early education students. The study is based on the paradigm of qualitative research of an interpretative nature. For data collection, the technique of theoretical-documentary review was applied. In order to analyze the results, theoretical data were compared with the interpretative qualities of the researchers. As results, it was possible to demonstrate that the current educational model presents traditionalist and academic features that impact and limit possibilities of creativity, dispersion and enjoyment of games of physical-cognitive improvement that are essential in the child stage between three and five (3 and 5) years.

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Introduction

The Ministry of Education of the Republic of Ecuador is the governing body responsible for national education and committed to the need to offer quality education that provides equal opportunities for all. The early education curriculum is based on the vision that all children are unique and unrepeatable bio-psycho-social and cultural beings who are central to the teaching-learning process.

It is also based on the idea that child development is comprehensive and must take account of all its aspects (cognitive, social, psychomotor, physical and emotional), which are interrelated. As the curriculum states with regard to its holistic approach, it is necessary to promote learning opportunities, encouraging the exploration of rich and diverse environments, with warmth, affection and positive interactions. Early education curriculum (2014).

Motor stimulation in early education promotes and contributes to children's all-round development through games, exercises, activities and useful and innovative resources that will help to shape their personalities, their adaptation to the environment and their interpersonal relations with their peers.

The different manifestations of physical activity is the context that should favour the stimulation of motor skills, according to authors such as Piaget, J. (1976), Vayer, P. (1977), Wallon, H. (1978), Ajuriaguerra, J. (1978), Cratty, B. (1982), Lapierre, A. & Aucouturier, B. (1995), Le Boulch, J. (1997), as it makes mobility, locomotion, posture maintenance, as well as interaction with the world and the objects around them possible.

In this sense, in this report the use of play as the main means and method is predominant, an activity that constitutes the reason for childhood, as well as conditioning the harmonious development of the body, developing physical strength, agility, broadening the understanding of phenomena, initiative, creativity and consequently intelligence and affectivity.

The results of experiences and research on motor stimulation in children in the early education stage show disturbingly poor coordination, execution and rhythm of simple movements useful for daily life, lack of strength, flexibility and motor memory.

Play and its influence has been treated by different authors among which we can mention Usova, A. (1979); Krupskaia, N. (1982); Vigotski, L. & Sojin, F. (1983); Döbler, E. & Döbler, H. (1985); Zapata, O. (1989); Elkonin, D. (1990); Méndez, A. (1994); Santos, C. & Correa, S. (2000) and Alfaro, R. (2003); among others; the author wishes to emphasize what Zaporozhets, A. (1947) quoted by Watson, H. (2008) states that "play is the first form of activity accessible to children that presupposes a constant reproduction and improvement of new movements".

With regard to motricity, the criteria of Parlebas, P. (2001) have been considered, who conceives motricity as a social phenomenon, of interaction and communication, and furthermore maintains that the object of physical education is not movement but motricity, since when a person moves, he puts his personality and his relationship with others into play.

On the other hand, Chokler, M. (2008), an Argentinean author, stated that "the schoolchild uses his/her motricity not only to move, to move or to take objects, but, fundamentally, to be, to learn to think, to know and, above all, to understand, with a logic that is proper to his/her maturity and interests".

The sensitive period of language, of perception, of the symbolic function, of consciousness, is strengthened throughout early ages, before the preschool period. This idea makes it possible to recognize the importance of guaranteeing, through educational intervention, the integral development of a person in the early stages of his or her life.

Therefore, motor stimulation can be considered as an interpersonal encounter between the child, the environment and his or her peers in a space of exchange sustained by love and respect for their individuality.

Theoretical basis

Therefore, motor stimulation can be considered as an interpersonal encounter between the child, the environment and his or her peers in a space of exchange sustained by love and respect for their individuality.

General considerations on motor stimulation

There are currently a large number of interpretations of the concept of motor skills by renowned professionals throughout history, including Vlasova, T. & Pevzner, M. (1981), Gomburger, A. (s/a) cited by Vlasova, T. & Pevzner, M. (1981). Vlasova, T. & Pevzner, M. (1981) defines it "... as the strength, the speed of the movements, the ability and the resistance, measuring them with the results of the races, the jumps and the throws".

Gomburger, A. (s/a) quoted by Vlasova, T. & Pevzner, M. (1981) defines motricity as "...the result of capacities and abilities, as an integral structure of the peculiar motricity, already formed, proper to age. Its development depends not only on the phylogeny and ontogeny of the motor apparatus, but also constitutes the reflection of the general links of the sociological development of the personality".

According to Ruiz, L. (1994) who states that "for Soviet authors, human mobility is built and constitutes a capital element for child development, effectively relating to language and thought, with a view to full autonomous adaptation to society in order to contribute to its development".

Garcés, J. (2005) states that in order to value the motor possibilities and lead to the achievement of a motor development "... it is necessary to take into account the corrective-compensatory work in Physical Education classes, according to the possibilities and potentialities of each schoolchild".

The Larousse dictionary (2013) defines motricity as the "set of relationship functions ensured by the skeleton, muscles and nervous system that allow the movements and displacement of man and animals.

The motricity is conceived as the form of expression of the human being, as an intentional and conscious act, that besides the physical characteristics includes biological, social and environmental factors which considers the movement as one of the manifestations of the same one.

The criteria of Gomburger, A. (s/a) cited by Vlasova, T. and Pevzner, M. (1981) are shared because they consider the interaction of biological and social factors, which gives it an eminently materialist-dialectic character.

The analysis of the literature consulted, gives importance to the motor skills in children in the initial education stage, however, it is not enough to treat it in a general way, as the author considers that it is necessary to deal with what refers to the motor skills stimulation due to the implication of the detected insufficiencies.

The process of motor stimulation

The stimulus, according to the authors (2012), is everything that provokes a functional reaction. Stimuli are those impacts that produce a reaction on the human being, that is, an influence on some function; these can be of different types, both internal and external, physical and emotional: caress, noise, silence, pain, rain, sun, laughter, voice, all objects and living beings.

According to Arango, M.; López, E. & Infante, M. (2006) stimulation is conceived as a direct, simple and satisfactory approach, to enjoy, understand and get to know your baby, to extend the joys of parenthood and to widen their learning potential, when referring to that carried out at early ages. Developmental characteristics in early stimulation Arango, M. Infante, E. and López, M. (2006), mention that the following characteristics of stimulation are important in child development.

a) Motor development: This stage is characterized by a greater increase in the child's mobility, which allows him to move with much greater agility in his environment, thus increasing motor development. Likewise, fine motor skills are perfected, handling objects with great ease and agility,

b) Cognitive development: It is at this stage that "learn to learn", already uses the ability to learn imitation of what is observed. The child will be able to understand and obey simple tasks. Habits are established and related, and behaviors become increasingly complex.

c) Language development: According to his stage of development, language advances and the child speaks his own language and, improving more and more, acquires the capacity for new words, for coordination and for distinguishing between words and objects.

d) Visual development: He begins to develop his visual memory in the longer term, at this age he already forms a precise image of objects, he is attracted by colours, shapes and sizes, he distinguishes and is busy taking them out and putting them in.

e) Auditory development: Locates directly the source of a loud sound and the soft ones, the child looks for the origin of the sounds, responds to loud, weak and sharp sounds, recognizes faces and voices according to the stage of development acquired in his infantile development.

f) Social-emotional development: Here an important moment in the socialization of the child begins through play with family members and other people, these have a key role, since thanks to them the child will be able to integrate into the new social nuclei. Play is then an activity in which the child learns, explores, matures, relates to other people and faces his or her emotions; the child strengthens his or her relationships with his or her environment, feels safe, observes and responds to activities and movements.

g) Taste development: Develops preference and accuracy for flavors, sweet, bitter, sour and preference for what he wants especially for the sweet flavor.

h) Olfactory development: The child becomes sensitive to smells, distinguishes and recognizes, using his senses to feel and say which one he prefers.

Stimulation includes all those activities of contact or play with a schoolchild that propitiate, strengthen and develop adequately and timely their human potential. It takes place through the useful repetition of different sensory events that increase, on the one hand, emotional control, providing the schoolchild with a sense of security and enjoyment; and on the other hand, expand mental ability, which facilitates learning, since it develops skills to stimulate oneself through free play and the exercise of curiosity, exploration and imagination, according to Arango, M. (2012).

The main objective of stimulation is to turn the act carried out to stimulate, either play or exercise, into an enjoyable routine that increasingly strengthens the interpersonal relations between the stimulator and the stimulated, thus raising the quality of the experiences lived and the acquisition of important tools for child development. At the same time, it must be carried out in a planned and well-founded manner and must

include plans based on comprehensive development, that is, encompassing areas of cognitive, motor and language development, according to Arango, M.; López, E. & Infante, M. (2006).

According to the criteria of Espinosa, Y. (2014), stimulation is an action, an incentive that is exercised and that causes an effect, in this sense educational stimulation should lead the schoolchildren to the assimilation of external experiences, through intellectual operations and experiences that allow them to translate their codes and give a response, so that the stimulation should be timely and appropriate in relation to the social situation of the schoolchild's development, according to age and cognitive level, so that the tasks reach them in the form of stimuli that are easy to decode, which are translated into developmental achievements.

The main means of educational stimulation are activity and communication in different forms of structuring and organization, whose effectiveness consists not only of the participation of schoolchildren, but also of the link established between them and the sources of pedagogical stimulation.

Stimulation is achieved when the teacher uses methods and organizational forms that make the teaching activity dynamic and attractive, where the sense organs are also stimulated by means that are striking, brightly colored, and of various shapes and sizes, allowing the schoolchild to concentrate on the fulfillment of the motor task, making the participation of the schoolchildren correspond to their personal experiences, based on their own efforts and under the capacity to set goals, choose, decide, overcome obstacles, resolve conflicts and obtain results (Espinosa, 2014).

Taking into account what the researchers have proposed, the author believes that play is a means of stimulating the assimilation of new motor experiences in the context that surrounds it.

It is not a question of stimulating in an anarchic way, as it presents the greatest number of stimuli to the child, but consists of a technically based treatment, both in terms of knowledge of developmental patterns and the methods used to achieve such acquisitions. Through games, varied objects, and the relationship with the schoolchild, sensory-perceptual, cognitive, language and motor stimulation are achieved.

The area of motor stimulation in the school is the movement itself, the beginning of the development is dominated by the motricity, this acquires knowledge and enriches it from the mobility. In spite of the difficulties that each schoolchild presents, the stimuli that favour integral development must be provided. The stimulus will act as food to achieve the motor activity that allows them to organize and develop their nervous system.

We must be very careful with the stimuli and provide them at the right time, appropriate to the child's evolution. Such stimulation must be given correctly, gradually, and adequately for each opportune moment of his progress, and avoid an excess of stimulation which would be very harmful, as it would bring stress and all the work would be useless.

Among the sensory-motor stimulations according to Pascual, S. (2009) it is possible to work:

- Visual stimulation: mirrors, lights, coloured objects, coloured mats.
- Tactile stimulation: different temperatures: water, fan, use of brushes, sponges.
- Auditory stimulation: marked cadence (drum) passive or active; music, voice modification.
- Olfactory stimulation: flowers, perfumes, liquids.
- Proprioceptive stimulation: activities in all possible postures: catching, squeezing-releasing, bending - stretching, pulling-pushing, rolling, rocking, dancing.

Another contribution is that of Vigotski, L. (1989) considered in this research in relation to the current development zone referring to that which the schoolchild himself carries out independently, that is, without any help at a given moment; while the zone of proximate development is "the distance between the level of development, what he knows, determined by the capacity to solve a problem independently, and the level of proximate development, what he can get to know, determined through the resolution of some problems under the guidance or mediation of an adult or in collaboration with another more capable schoolchild".

The principle of the role of education in development, now considered as a social development situation, is also assumed.

The author of this research considers that, without determining the area of current development and the area of proximate development of schoolchildren in the early education stage in terms of their motor skills,

which marks the level reached by the schoolchild, the teacher will never be able to know their potential and therefore the process of stimulating them will be carried out in an inconsequential manner.

All these extremely important ideas and concepts have been taken up again by various authors, specialists and even education systems.

Method

The study is based on the paradigm of qualitative research of an interpretative nature. The technique of theoretical-documentary review was applied to data collection. For the analysis of the results, the theoretical data was contrasted with the interpretative qualities of the researchers.

Results and conclusions

After carrying out a theoretical analysis of various texts on the subject of motor skills in early education students, it should be noted that the focus of the early education curriculum is on integration, which is why it is considered to be very important, since it enables teachers to provide healthy, creative, stimulating, playful and meaningful environments that contribute to the integration that the governing body seeks for children in early education, thereby promoting motor skills among schoolchildren.

It is the authors' intention to express the essential role that play has at these ages because they constitute pleasant and fun activities for the child and therefore become meaningful learning. Throughout history, play has had repercussions in different areas and it is only in modern times that eminent pedagogues have understood the importance of play in the education of schoolchildren. As science and technology have advanced, education has given more importance to games, as they have a great impact on the psycho-physical development of children, and also contribute to the improvement of their capacities and skills.

Huizinga, J. (1972) offers in his work Homo Ludens the game as "a free activity that is carried out within certain limits of time and space, according to certain rules freely accepted, but absolutely obligatory". The Dictionary of the Royal Spanish Academy (2014) states "action and effect of playing for entertainment." It is mainly observed that play is a childish behaviour and an innate, natural activity, without previous learning that springs from life itself. In fact, it is present in the life of the individual from birth to death, this activity will be different in the various stages of his life.

The games that are designed for the psycho-pedagogical intervention of these children must be based on a deep knowledge of their regularities, their needs and potentialities, derived from a correct diagnosis and to reveal the current developmental area. It is vitally important to take into account those related to the process of stimulating motor skills.

The game, free or directed, is an element to get to know each other and communicate, with it, the schoolchild participates, collaborates, organizes, analyzes, makes decisions, solves problems, gets rid of inhibitions, and respects the differences of the other. In contrast to what has been said previously about play, this work assumes the argumentative criteria stated by Watson, H. (2008), considering that games can be played with many variations in the classroom, depending on the tasks to be solved, and in this sense it is precise that Motivational games: these are simple games, preferably known by schoolchildren, with few rules, with a physical load that is not intense and of short duration, incorporating the schoolchild into the activity in a pleasant and enjoyable way. They can be applied in the initial part of the class in the main part. The preparation games: these are games that respond to the preparation of the muscular planes that are going to be exercised more in the main part and can have a duration of three to seven minutes; they can be used both small and pre-sports games as part of the warm-up at the beginning, at the end or substitute it, nevertheless, the games most used in this part are the small ones. These can be applied in the initial part of the class.

Capacity games: they are intended for the development of physical abilities, they are mainly small games and are placed at the beginning or end of the main part, depending on the capacity being worked on. Tranquilizer or recovery games: are used in the final part of the class to recover the organism. They are small, simple games with few rules and short duration.

There is no doubt that this is the most appropriate way to stimulate functional potential, including those faculties, skills and abilities that facilitate access to learning. In this sense, play as an important part of the class allows the teacher to work on the content, to observe and get to know the child and his or her relationship with others, to get to know how the group works, to respect differences and not to turn them into inequalities.

On the other hand, it allows the children to relate to and integrate naturally into the group, to know better their possibilities and limitations, to obtain pleasure and have fun, to know their environment better and to learn by solving the problems that each game offers. Through their adaptation and emphasis on the participation of all and not on the result, the teacher will achieve a greater integration of their children without differences, according to Pérez, E. (1998).

The authors infer that play is constituted as a genuine, spontaneous, indispensable activity for the child to develop, enrich his perceptions, relate to and evoke his needs, affections and fantasies, enjoy exploring his environment for the benefit of imagination and communication, achieve new learning, be happy, in the transformation of the main agent of acceptance and socialization within a socio-cultural context.

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