



ORIGINAL RESEARCH PAPER

Sports Science

THE CONTRIBUTION OF SWIMMING FOR CHILDREN WITH MOTOR DIFFICULTIES

KEY WORDS: Swimming, school, education.

Juliana Santos Rosa

Graduated In Physical Education By University Castelo Branco, 21710-255 Santa Cruz Ave, Rio de Janeiro, RJ, Brazil

Rafael Valladao*

Master In Education By University Of State Of Rio De Janeiro *Corresponding Author

ABSTRACT

The motor development was constituted by the successive alteration in the motor behavior of the individual throughout his life, manifested by the interrelations between the biological needs and the environment that this can be inserted. The sport besides having the occupation function of free time is competent curriculum of physical education. In the sense of promoting health and quality of life, swimming is considered by various literatures to be the most complete sport and with fewer restrictions for practitioners. There is a consensus in the researched literature that swimming, as a pedagogical strategy, contributes significantly to the child's psychomotor development. In this context, this research can not end, without recommending the systematic practice of swimming as a curricular component of Physical School Education.

INTRODUCTION

The activities in the net environment can bring benefits to the cognitive development. For this to happen, the teachers should work with the playful one in their classes to bring joy and moments of well-being to the child.

The aquatic sport aimed at people with motor difficulties, improvement, psychomotor development, works the affective partner. With the practice of swimming, the student also has a great improvement in his self-confidence, begins to practice activity in times that were empty, and has a new distraction. Swimming, it is a complete sport, because it works all the muscles of the body, works the cardiovascular part, and especially the motor development, having with it, many benefits, and facilities. Water is a very important factor because its pressure, viscosity, and density can change the body's way of acting, both psychologically and physiologically, so we can expect several effects.

During the practice of this water sport, our muscles have undergone some alteration, because with exercise, a great improvement in our blood flow will occur, being thus the relaxation and contraction of the muscle, will make the musculature of our lower and upper limbs, if develop, thus helping our posture.

Swimming helps a lot in rehabilitation, be it cardiac, or physical, because it is a sport in the water, it reduces the impact, it does not leave the student as fatigued as in other activities (Oliveira et al., 2016).

When analyzing the school one can verify the existence of high numbers of children with motor difficulties. This factor impairs the development and evolution of the various modalities in physical education classes and physical activities. Physical activity consists of any bodily movement, produced by skeletal muscles, which results in energy expenditure greater than rest levels. Modernly, the term refers in particular to exercises performed for the purpose of maintaining the individual's physical, mental and spiritual health.

The Physical Education teacher in Brazil is characterized by being a specialist in sports and physical activities in general, in its most varied manifestations, with the primary objective of offering services that promote the development of education and health of the individual.

Swimming, as a curricular component of Brazilian Physical Education, can be characterized as a means in the teaching and learning process that will address the domains: cognitive, psychomotor and affective, to the detriment of sports predominance, with perspectives of income and results ?

These and other questions, this article intends to answer, through a review of the literature conducting a discussion through books, articles and other publications relevant to the area of authors respected within the academic environment, aiming to give authenticity to the conclusions reached. In this sense, the research aims to discuss and present swimming with an important curricular component of Physical Education, capable of contributing to reduce the cases of motor difficulty in children. The research also identified the types of motor difficulty that may occur in children. And as teachers teach their swimming lessons, they use methods and techniques to prevent and correct these students' motor difficulties.

SWIMMING FOR CHILDREN WITH MOTOR DIFFICULTIES

Before thinking about the psychomotricity and Physical Education, for Romagnani (2017) it is necessary to draw a psychomotor profile of the students, in order to know their facilities and their motor deficits during the school swimming lessons. The same author emphasizes that if children evaluated in their research that practice swimming in the school environment present good characteristics of psychomotor skills.

Romagnani (2017) concludes that psychomotor development such as fine motor, global motricity, balance, body / speed scheme, spatial organization and temporal organization / language can be achieved through school swimming. The author also recommends its practice as content of Physical School Education.

In this context, the motor development was constituted by the successive changes in the motor behavior of the individual throughout his life, manifested by the interrelationships between the biological needs and the environment that this can be inserted. Andrade (2011) classifies gross motor coordination that involves the development of skills such as kicking, running, climbing and descending stairs, jumping and kicking. And thin that involves small muscles, like those of the hands and feet, in activities with painting, drawing, handling small objects. For the author, these activities can also be developed starting with exercises in series and sports modalities. If there is a deficit in these skills, there will be difficulties for children to engage in sports activities.

Psychomotricity is a facilitator in the teaching project of the child, it also shapes the child's personality, helps in the lack of motivation, and facilitates the formation of the child's personality. There are joints between psychomotricity and swimming. These also address the basic, psychomotor components such as balance, temporal structure, laterality, spatial structure related to swimming. Children out of the water, usually do not lie down (horizontally), in the liquid medium, they do not have difficulty. In order to practice swimming, the student is induced to be unbalanced, not to stand upright, taking his foot from the bottom of the pool, staying balanced in the lying position (horizontal) floating in the water. In

order to reach this position, we work to adapt to the net environment with this student, to reduce the discomfort when changing the position from vertical to horizontal. The water sport is very important for the movement, it causes the child to improve his body schema formation, which contributes to the performance of swimming (Diniz et al., 2010).

The psychomotricity, for Monteiro (2007), is a cultural phenomenon that favors transformation and favors behavior, exerting a significant contribution in this teaching-learning process in school physical education classes.

School physical education in the present day has led us to perceive several possibilities of guaranteeing the integral formation of the students through human movement. Psychomotor development is important in preventing learning problems.

PSYCHOMOTRICITY AND SWIMMING LEARNING

The individual's learning of swimming, like any other adaptive learning, is not inscribed in their genes, unlike other species, namely fish and amphibians, whose preferred habitat has given them evolutionarily specific adaptive patterns (Fonseca, 2004).

Diversity must be considered in the most varied ways of teaching swimming. And this way to take this as a principle that should be applied in the construction of contents and curricula for teaching-learning of swimming that will guide the choice of contents and objectives, aiming to broaden the relationship between the subjects of learning and knowledge of body culture.

In this way the legitimacy of the most varied possibilities and teaching methods becomes important considering the cognitive, motor, sociocultural and affective dimensions of the students (Venditti Junior, Santiago, 2008).

Learning in water can not take place without first observing the conditions of safety, comfort and pleasure, that is, without it being established that the neurological processes are the basis of the development of an adaptive function, performance and motor performance which illustrate an organization of psychological components in a harmonious and functional whole, according to the concept of psychomotor synthesis (Fonseca, 2004).

Balancing, turning, turning, lowering, lifting, jumping and running, or supporting, grasping, catching, holding in water, etc. It implies to expand and expand the psychomotor repertoire of the swimming child, something peculiar and significant in terms of pedagogical intervention, when we are in the presence of human beings included in their psychomotor organization, in which the factors of self-confidence are not yet consolidated, not even at the level of dry land, and even if they are, such factors are not sufficient in themselves to ensure safety and availability in water.

The child needs his interest to be awakened by something attractive in his world. The physical education teacher should work with the idea that the play is fundamental to arouse that interest. In this way she will acquire skills that will enable her to experience experiences, pleasures and benefits, demands and challenges, as in the case of swimming.

CONCLUSION

Swimming helps reduce motor problems during school physical education classes. School physical activity assists motor performance in psychomotor classes for children. There is a consensus in the researched literature that swimming, as a pedagogical strategy, both in the formal and informal environment, contributes to the child's psychomotor development.

Whether this development is related to gross motor coordination, involving larger muscles, or fine motor coordination involving small muscles, which are of fundamental importance to be developed in the infantile phase.

In this context, this research can not end, without recommending the systematic practice of swimming in Physical School Education.

This should even be considered as mandatory content and figure in the main literatures of Physical Education, as well as sports, dances, fights, capoeira and popular games.

REFERENCES

1. Andrade, L. A. de. (2011) Importância do desenvolvimento motor em escolares (Monografia). Universidade Católica de Brasília. Brasília.
2. Diniz, D.; Morais, J. V. F.; Silva, I. O. (2010) Comparação do perfil psicomotor entre crianças praticantes e não praticantes de natação com a idade de 05 a 06 anos do Colégio Couto Júnior. Coleção Pesquisa em Educação Física - Vol.9, n.1.
3. Fonseca, V. da. (2004) Psicomotricidade- perspectivas multidisciplinares. Ed ARTMED. Rio de Janeiro.
4. Monteiro, V. A. (2007) A psicomotricidade nas aulas de educação física escolar: uma ferramenta de auxílio na aprendizagem. EFDeportes.com, Buenos Aires, año 12 nº 114, novembro.
5. Oliveira, V. B. de; Oliveira, D. V. de; Antunes, M. D.; Gobbo, G. A. dos A. (2016) Benefícios da natação no desenvolvimento motor de crianças com Síndrome de Down. Movimento & saúde - REVISTAINSPRAR. Edição 40 – Volume 11 - Número 4 - Out/Nov/Dez.
6. Romagnani, E. da S. (2017) Natação Escolar E Desenvolvimento Motor De Crianças Do Primeiro. Ciclo De Ensino.
7. Venditti Junior, R.; Santiago, V. (2008) Ludicidade, diversão e motivação como mediadores da aprendizagem infantil em natação: propostas para iniciação em atividades aquáticas com crianças de 3 a 6 anos. EFDeportes.com Revista Digital - Buenos Aires - Año 12 - Nº 117 - Febrero.