# IMPROVING PSYCHOMOTRICITY COMPONENTS THROUGH LUDIC ACTIVITIES

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**Keywords:** psychomotricity, components, improvement, children, playful activities, physical education lesson

**Abstract**

The research aimed to improve some components of psychomotricity (static and dynamic balance, general coordination, segmental coordination, ocular-motor coordination) through playful (ludic) activities. The experiment was carried out at the "Stefan cel Mare" Secondary School in Putna, on a number of 13 pupils in the first grade.

The research has started from the premise that many specialists believe that by playing, children discover different realities and truths, training their creative and artistic capacities, and through the strategies they use, they always make appeals to cleverness, spontaneity, inventiveness, and boldness. Through the game, the child can practice his various skills and habits, assert himself, respond spontaneously to new motoring actions, all of which are the practical value of the game. The game has a special importance in terms of physical and mental development of the child. The games influence the child's perceptual, sensory-motor activities, body and aesthetic activities, and intellectual and affective areas.

## Introduction

Motric activity can not be separated from psychic processes. The psychic and motoric universe of man are mutually conditioned. The term psychomotricity refers to the set of motor behaviors considered in terms of their relationship to psychic activity. Psychic function and motor function are the basic elements of adaptation as a result of their integration under the effect of the maturation of the nervous system in relation to the individual's relation to their own body (R. Lafon, 1963, quoted by Ghervan, P., 2014, pp. 26-27 ).

Psychomotricity includes the participation of various psychic processes and functions that ensure both the reception of information and the proper execution of the response act. (Epuran, M., 1976).

Psychomotricity integrates and conjugates motor and psychic elements through the participation of various psychic processes and motor functions, which ensures the adequate execution of psychomotor responses to environmental stimuli and their progressive integration into cognitive structures. (Barbu-Petruț, G., 2012,p.10). Basically, the movement is not a simple movement of body segments, it involves an action done with a particular purpose. (Albu, C., Albu, A., 2006, p. 9).

The sphere of psychomotricity is very varied and has a particularly rich content. The components of psychomotricity, by Epuran, M., (2005, p. 368) are: kinesthetic sensitivity, sense of balance; sense of rhythm and appreciation of distances; coordination of arms and legs - homolateral or heterolateral; eye to hand coordination; eye to eye coordination; general coordination; agility; precision and stability of movements; laterality; body schema; the appreciation of the actions oporunity in various moments of time; ideomotricity.

Picq, L., and Vayaer, P. (quoted by Voinea, A., 2015, p. 11) present the following components of psychomotricity, highlighting three types of motor activity:

- Behavior basic motor (eye – motor coordination, static and dynamic balance, general dynamic coordination).
- Behavior neuromotrice (proprioceptivity; muscle tonus).
- Perceptual – motric structures (body schema, laterality, spatio – temporal orientation).

**Material and method**

*The premises of the research*: many authors (Verza, E, F., 2011, pp.62-63, Pritcan, V., et.al., 2008, pp. 114, Paunescu, C-tin., 1997) believes that through the game, children discover different realities and truths, engaging their creative and artistic capacities, and through the strategies they use, they always appeal to cleverness, spontaneity, inventiveness, and boldness. In the game, the child can verify their acquired knowledge, practice their various skills and skills, assert themselves, all of which represent the practical value of the game.

The research hypothesis: we believe that by applying various playful activities in physical education lessons, some components of child psychomotricity will be improved, namely balance, general coordination, segmntrance and ocular - motor coordination.

*The purpose of the research:* the aim of the research is to develop the psychomotricity of children aged between 7-8 years, during physical education lessons, through various ludic activities.

*Subjects of research:* the research was applied to a number of 13 children, pupils in the first grade at the Stefan cel Mare Putna School. They are aged between 7 and 8 years.

*The research methods:* the methods used in this researh were the sutdy of the specialized literature, the test method, the statistic method, the mathematic method, the graphic method, the tabular method.

Tests used in research: in this research we have chosen tests of equilibrium assessment, segmental coordination and general coordination Bruininks - Oseretsky (Manole,V.,Manole, L.,2009,pp.134-144).

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|---|---|---|
| **Segmental coordination** | Jumping up with synchronized movements of the arm and leg on the same side | 10 correct jumps in 90 seconds = 10 points |
| | Jumping up with a beating of hands | 10 correct jumps in 90 seconds = 10 points |
| **Coordination of the arms** | Throwing the tennis ball in the ground and grabbing it with favorite hand | 5 correct attempts = 5 points |
| | Catching with both hands to the ball is thrown by teacher | 5 correct attempts = 5 points |
| | Throwing the ball to a target with favorite hand | 5 correct attempts = 5 points |
| **General coordination** | Jumping round about the longitudinal axis with a maximum angle | În total stânga/dreapta = 20 puncte |
| **Static and dynamic balance** | Sitting in one leg on a balance bar (width 12 cm, height 10) | Maintaining the balance 10 sec. = 10 points |
| | Walk on a line drawn on the ground | 6 correct steps = 6 points |

***Results***

After testing out the theory, the results for the initial and final tests are as follows:

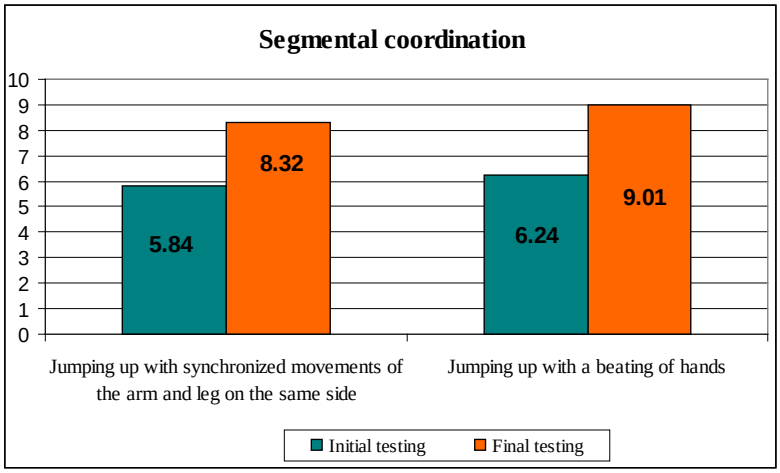

**Figure 1 – Segmental coordination**

As we can see in Figure 1, there is an improvement in segmentation coordination. In both tests, children have achieved much better results after applying playful activities.

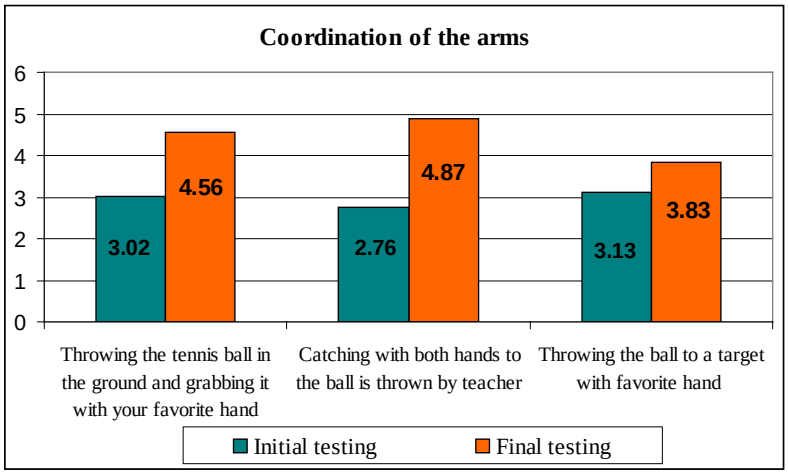


**Figure 2 – Segmental coordination**

Figure 2 also shows an increase in arm coordination indices in all three tests. For example, at the test „throwing the tenis ball in the ground and grabbing it with the favorite hand", in final testing, the children had an average of 4.56 points, 1.54 more than the initial testing.

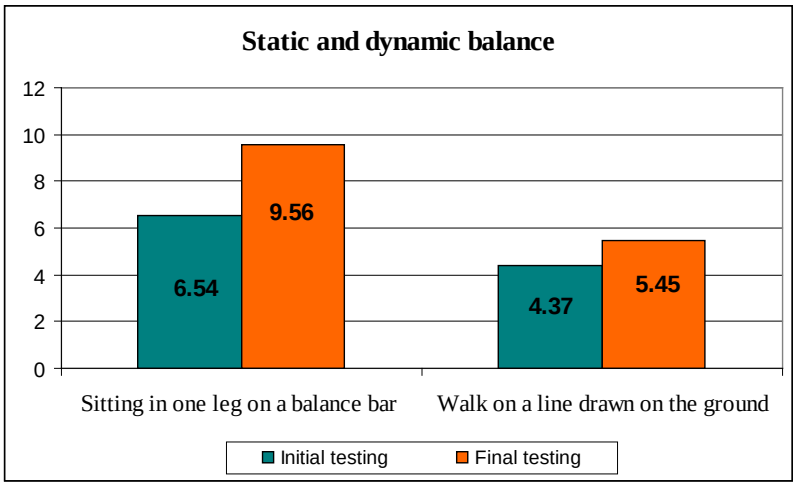


***Figure 3 – Static and dynamic balance***

We see in Figure 3 a development of the static and dynamic balance. At the bar balance test, we have an average of 9.56 points for the final test and the initial one for only 6.54 points. On the one-line test, there is also an improvement.

In the Matorin Test who evaluate general coordination (figure 4) the children achieved an average of 10.48 points on the first test and an average of 16.12 points on the second test.

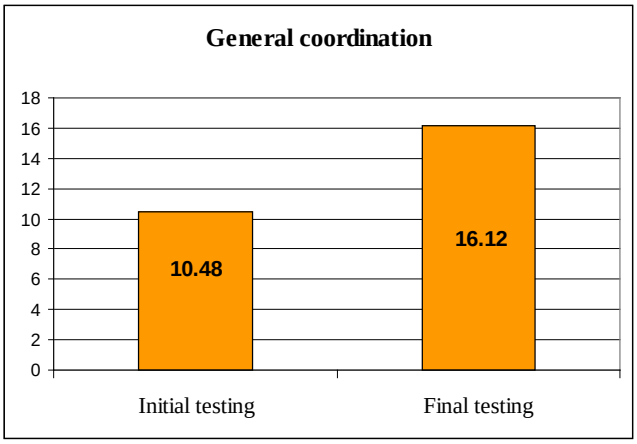


***Figure 4 – General coordination***

In all 8 tests for the assessment of some components of psychomotricity, children scored better in the final tests. This is also due to the playful activities we have put into the physical education lesson. Balance and all kinds of coordination have developed over the five months, during which we have worked with children to develop psychomotricity.

## *Conclusions*

The game can be an intellectual, physical or enjoyable activity. The game has functions of: humanizing, formative and facilitating the child's adaptation to the environment. It contributes to the development of an individual as a whole. Movement games have considerable effects on the motor and psychic sphere, especially the link between the two - psychomotricity. The development of psychomotricity components, to the small child must be one of the objectives of each physical education teacher. The sphere of action is rather broad, and specific means are numerous. However, the value of the game is more significant.

In addition to effects on psihomotric game involves attention, insight enables learning behavior, experiences, information, develop capacity for social networking, develop the ability of observation and analysis, and develop learning skills, creative abilities drives.

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## ÎMBUNĂTĂȚIREA COMPONENTELOR PSIHOMOTRICITĂȚII PRIN ACTIVITĂȚI LUDICE

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**Cuvinte cheie:** psihomotricitate, componente, îmbunătățire, elevi, activități ludice, educație fizică

**Rezumat**

Cercetarea de față a avut ca scop îmbunătățirea unor componente ale psihomotricității (echilibru static și dinamic, coordonare generală, coordonare segmentară, coordonare oculo-motorie) prin activități ludice la copii. Experimentul s-a desfășurat la Școala Gimnazială „Ștefan cel Mare" din Putna, pe un număr de 13 elevi din clasa a I – a. Cercetarea a plecat de la premisa că mulți specialiști consideră că prin joc copiii descoperă diverse realităţi şi adevăruri, antrenându-şi capacităţile creative și artistice, iar prin strategiile folosite, aceștia fac mereu apel la isteţime, spontaneitate, inventivitate, și îndrăzneală. În desfăşurarea jocului, copilul poate să-şi exerseze diversele aptitudini şi deprinderi, să se afirme, să răspundă spontan la acțiuni motrice noi, toate acestea reprezentând valoarea practică a jocului. Jocul are o forţă propulsatoare în planul dezvoltării fizice și psihice a copilului. Jocurile valorifică la copil toate activitățile perceptive, senzorio – motrice, activitățile de expresie corporală și estetică și domeniile intelectuale și afective.