


**PSYCHOMOTRICITY AND PSYCHOPEDAGOGY: STRATEGIC ALLIANCES IN THE CONSTRUCTION OF TEACHING AND LEARNING** <https://doi.org/10.56238/sevened2025.019-011>

**Michelle Torres de Souza<sup>1</sup>, Ely Lima da Cruz<sup>2</sup>, Fabiane de Almeida Silva Miranda<sup>3</sup>,  
Luciana da Costa Campelo<sup>4</sup>, Jane Sany Maciel Graça<sup>5</sup>**

Based on the principle that education should provide all children with an integral and dynamic development (cognitive, affective, linguistic, social, moral and motor), in a world under construction, this article proposes to reflect on the importance of working on psychomotricity from early childhood education, preventing and re-educating possible obstacles found specifically in reading, writing and calculations. as well as to become aware of their body, laterality, temporal space and the coordination of their gestures and movements. However, it is known that there is a universality of basic cognitive abilities, some children use them differently, facing difficulties in understanding different contents. Hence the need to rely on a transdisciplinary look of a psychopedagogue to help this learning subject. Because it is from his psychopedagogical diagnosis that he will have the competence to present to teachers alternatives that will minimize the problems manifested. However, it is worth noting that the "psychopedagogical diagnosis" is based on several subjects and very interrelated systems. The first point deals with the school, which should be seen as an institution that promotes the integration and preparation of the student for future demands of their daily lives. Another aspect concerns the teacher's performance, as he is responsible for providing and stimulating the full development of his students, so that they can be contemplated with real learning situations. Another point to be considered is the student, as he needs to have a global view of his person, as well as to be respected in his individuality. Another fundamental point is that the family, considered decisive in determining the student/school relationship, needs to demonstrate trust in the school, in this way, it will be contributing to a better adaptation of the child to its educational environment. Once again, we emphasize the fundamental importance of the psychopedagogue, who will be a link between school, child and family. From the beginning, the latter must establish and clarify his function so that there are no doubts about his function. Finally, the purpose of the psychopedagogue's work is to help promote changes, regardless of what the school presents (individual, group or methodology) as well as to assist in the improvement of teaching conditions, resources, among others, in addition to the fact that he must also do preventive work to reduce the possible obstacles faced by the school and the teacher.

<sup>1</sup> Lattes: <http://lattes.cnpq.br/5789831526264691>

Email: [michelletoresdesouza@gmail.com](mailto:michelletoresdesouza@gmail.com)

<sup>2</sup> Curriculum Lattes: <http://lattes.cnpq.br/1510216252760879>

Email: [ecruz.2527@gmail.com](mailto:ecruz.2527@gmail.com)

<sup>3</sup> Lattes: <http://lattes.cnpq.br/9156630156621999>

Email: [Fabiane.miranda@educacao.am.gov.br](mailto:Fabiane.miranda@educacao.am.gov.br)

<sup>4</sup> <https://lattes.cnpq.br/3787996204711862>

Email: [Lucianac.1981@educacao.am.gov.br](mailto:Lucianac.1981@educacao.am.gov.br)

<sup>5</sup> <https://lattes.cnpq.br/0706584495215073>

Email: [janesany@gmail.com](mailto:janesany@gmail.com)



**Keywords:** Psychopedagogy. Psychomotricity. Integral Development. Psychomotor Factors.

## INTRODUCTION

It is believed that every pedagogical action should be linked to the knowledge of various theories, as well as the professional experience of each educator. Thus, this article sought to find resources in psychomotricity and combine them with psychopedagogy, which has as its ethical pillar, the rescue of the human being's desire to learn. However, data collection and bibliographic research were used in order to obtain existing information on the topic addressed.

The educator must be aware that in children there are potentialities that require not only the maintenance of organic processes, but mainly the practice of good psychomotor development, however the teacher plays a preponderant role for the effectiveness of this development, either by his attitudes or by the affective quality, he must be clear about the importance of his role in the lives of children, always seeking to create a climate of positive relationship and a favorable environment for learning. On the other hand, when all your possibilities are exhausted, your competence must allow you to identify problems related to learning and go in search of professionals who can help you. In this case, the psychopedagogue. And he, with his insightful look and based on theories of knowledge, will be able to help minimize and explain how the process of teaching and learning takes place.

Finally, the psychopedagogue plays a fundamental role, not only for the support he gives to the school and the teacher, but as an element that can cause changes in the student, in the family and social environment and even serve as a reference for the school organization. Therefore, the psychopedagogue must maintain a posture consistent with his importance, always seeking to self-evaluate, to go in search of new references, in order to be able to better develop his diagnostic task.

The research was explained as follows:

In the first item, the abstract is presented, where the reader will have a partial view of the content discussed.

In the second topic, some preliminary clarifications about psychomotricity are exposed, which will serve as a basis for the development of psychomotor work.

The third topic focuses on some factors present in the daily life of the classroom, in which a reflection is made on such behaviors and their relationship with the intervention work of the psychopedagogue.

Finally, the final considerations are exposed, seeking to emphasize the importance of developing a work based on the assumptions of Psychomotricity.



## SOME PRELIMINARY CLARIFICATIONS ABOUT PSYCHOMOTRICITY

Since ancient times, primitive man has already used psychomotricity. To survive, he needed certain essential skills for his development within the group he belonged to, they needed hunting, fishing and gathering food. To perform these activities, they needed strength, speed, agility, and coordination. According to Oliveira (1997), man today still needs these skills, despite having managed to evolve and create ways to adapt to the environment in which he lives, it is necessary that he acquires good body control, good auditory and visual perception, a defined lateralization, faculty of symbolization, spatio-temporal orientation, power of concentration, perception of form, size and number, mastery of the different psychomotor commands such as fine and global coordination and balance.

Over time, studies related to psychomotricity gain strength. Numerous researchers are dedicated to researching the benefits of a basic psychomotor education, where the factor of emotion, movement, affectivity, are paramount. In this regard, Wallon (apud OLIVEIRA, 1979, p.17), one of the pioneers in the studies of Psychomotricity, emphasizes the importance of the affective aspect as prior to any type of behavior. There is, for him, a tonic and bodily evolution called body dialogue that constitutes the "prelude to verbal communication". This body dialogue is of great importance, because it has the function of structuring the cortex, as the child grows he becomes aware of his "I", of his body, it is through the body that he will feel and elaborate experiences that will be essential in the formation of his personality.

In the beginning, Psychomotricity was only concerned with studying some pathologies, then some researchers, as stated by Fonseca (apud OLIVEIRA, 1983, p.50).

Wallon, Piaget and Ajuriaguerra were concerned with deepening these studies focused on the field of development. Wallon was concerned with the psychomotor relationship, affection and emotion. Piaget was concerned with the evolutionary relationship of Psychomotricity with intelligence. Ajuriaguerra, who consolidates the bases of psychomotor evolution, turned his specific attention to the body in its relationship with the environment, for him, the evolution of the child is in the awareness of his body.

A concern with the construction and development of body movements can be seen in the works developed by Wallon, Piaget and Ajuriaguerra.

In Brazil, it was only from the nineteenth century onwards that researchers began to carry out studies in this area, initially emphasis was given to the motor development of the child, then the delay in the development of manual skills and motor skills according to age group was studied. Meur states that:



(...) The study on psychomotricity goes beyond motor problems: it also researches the links with laterality, spatial structuring and temporal orientation on the one hand and, on the other, the school difficulties of children of normal intelligence. It also makes one aware of the relationships between gestures and affectivities. (1989, p. 6)

Thus, it is clear that the study of psychomotricity aims to understand and explain the psychomotor development as a whole of the child, as well as to point out ways that mitigate various problems acquired due to lack of adequate guidance.

In view of the new vision that is held of the present and the future, education professionals must increasingly seek to provide quality service to their students in all senses, because the Law of Guidelines and Bases of National Education suggests that an integrated and multi-professional work be carried out, privileging the physical aspects, emotional, cognitive and social aspects of the child.

In article 29 of the chapter on Basic Education, section II, Early Childhood Education is conceived as:

(...) The first stage of basic education aims at the integral development of the child up to six years of age, in its physical, psychological, intellectual and social aspects, complementing the action of the family and the community. (Ministry of Education and Sports, 1996)

Studies in relation to child development reveal that children need to live in a welcoming environment, where they can freely explore their environment, always bearing in mind the care and attention of an adult to mediate and encourage them in their new discoveries. To this end, it is essential to be aware of some psychomotor assumptions that will influence school maturity in the future. In this way, some psychomotor concepts were listed that will certainly be useful for understanding the full development of the child.

## PSYCHOMOTOR FACTORS

### tone

Present in all the motor functions of the body.

In the act of touching palpation, it is found both in the muscles at rest and in movement. It is divided into three categories, which overlap with each other, depending on different nerve centers. As stated by Thompson (apud. FERREIRA, 2000, p. 46):

- Residual tone or resting tone: it is the one that is always present in the muscles and that fixes our segments.
- Posture tone or attitude tone: it is the attitude that manifests the muscular system, motorically the extensors, to allow the body to resist the constant action of gravity.



- Sustaining tone or force tone: accompanies voluntary static contractions, and is partly responsible for muscle strength.

During the first months of life, fluctuations in muscle tone are very visible, as the child's motor skills are slowed down by hypotonia and lack of maturation that prevent the dissociation of movements. Ajuriaguerra (apud BUENO, 1966, p. 55) states that *"the tone that prepares and guides the gesture is simultaneously the expression of the individual's accomplishment or frustration"*, which means that only by going through situations involving his motor side and maintaining contact with other individuals will the child have the possibility of shaping his tone, oscillating between hypertonia, normality and hypotonia, shaping situations and strengthening themselves to achieve success in their experience.

Le Boulch (1982, p. 163) also says that *"the primitive and permanent fundamental activity of the muscle is the tonic contraction that constitutes the foundation of motor and postural activities, fixing the attitude, preparing the movement, sustaining the gesture, maintaining static and balance"*. Thus, it is vitally important to provide the child with activities that help him to achieve a certain global mastery of these tonic radiations.

## BODY SCHEME

It is the awareness of motor potentialities and their possibilities of acting, and expressing themselves. For Meur (1991, p. 9) *"the body schema is a basic element indispensable for the formation of the child's personality. It is the relatively global, scientific and differentiated representation that the child has of his own body"*. Through her body she feels and perceives the sensations, objects and beings around her. A child who knows himself and is able to command his movements, not only to move, but to act and intervene feels very well and relates better in his environment.

Several psychomotor behaviors need the body schema: balance, visual-motor coordination, perception of movements and position in space, language.

Therefore, the non-development of the body schema implies major complications such as: the child becomes maladjusted, shows difficulty in understanding words that designate spatial position (inside/outside, up/down, etc.), is unable to perceive the differences in letters (p/por/b/, b/por/d/, p/por/q/ etc.) and words (door by cut), numerals (24 by 42), among others.

Good mastery of the body schema also represents the individual's socialization function. The first social experiences are carried out with the bodies of the people who take

care of the children and the attitudes maintained are perceived by the child, who learns to relate these attitudes to the outside world.

According to Bueno (1998. p.58), a well-integrated body schema implies:

(...) the perception and control of one's own body;  
 an economic postural balance;  
 a well-defined laterality;  
 the independence of the segments in relation to the others;  
 the control and balance of drives or inhibitions closely associated with the body schema and the control of breathing.

Improving the social and effective life of the child by making his actions precise, strengthening the construction of his positive self-image, we will be contributing to the development of his personality and autonomy of his conduct.

### SPATIAL ORIENTATION – LATERALITY

The development of laterality is of fundamental importance, as it implies a propensity to preferentially use one side of the body more than the other at three levels: hand, eye and foot. Laterality is directly linked to the internal side of the individual, enabling him to use one side of the body with greater precision than the other, in exercises that require skill, characterized by a functional asymmetry. By living with situations that involve movements directed to objects in space, the child learns that, in order to reach that particular object, he needs to make a movement, which can be to the right or to the left.

She then inverts this deduction, which she has within herself, to a more concrete plane. This notion of space is gradually constructed, and seems to be formed by previous knowledge that shaped the body scheme. According to Lê Boulch (1982, p. 125). *"This is the reason why the existence of a stable lateral dominance is necessary, in order to be able to internalize and value, constituting a necessary stage in which it is indispensable to lean on."*

It should be emphasized that laterality (dominance of the terms left/right) should not be confused with lateral dominance (dominance of one side of the body in relation to the other). Left/right knowledge depends on the establishment of lateral dominance. The more laterality is experienced and experienced with the child, the better his development will be.

Thompson (2000, p.50) states that:

(...) Changes in this area will result in:  
 difficulty in right/left recognition;  
 inability to orient oneself in the environment;  
 difficulties in acquiring graphic direction;  
 writing of letters or numbers in mirror;





visual discrimination difficulties;  
errors in the arrangement of numbers in the written calculation;  
non-perception in the order of words.

Therefore, laterality needs to be worked on naturally with children, never by imposition, telling them the side they have to use.

## TEMPORAL ORIENTATION

It is not possible to conceive the idea of space without addressing the notion of time, because they are interrelated. It is through time that we can locate ourselves in relation to space. The idea of temporal notion is a little complex for the child's understanding, because this notion of abstract, they usually do not assimilate precisely, and it is necessary to provide different elements that enter into the concept of time (speed, duration, succession). Individuals situate their action and routines in cycles of virgilia-sleep, before-after, morning-afternoon-night, yesterday-today-tomorrow. These actions are only possible due to the connections that the child mentally establishes between them. To this end, memory plays a fundamental role in this process.

The child who is not aware of this temporal aspect faces many difficulties in performing his tasks in the allotted time, he cannot associate the gesture with the word in expressive reading, he does not realize what lasts, what goes quickly, when there is a stop.

For a child to learn to read, it is necessary to develop some basic skills, as Lapierre (1989, p 8.7) explains: *"... who has mastery of rhythm, a succession of sounds in time, an auditory memorization, a differentiation of sounds, a recognition of the frequencies and durations of the sounds of words"*. A strong connection is perceived between temporal orientation and the acquisition of reading and writing.

## BALANCE

Integration of tonicity, proprioceptive and exteroceptive information, brings together a set of static and dynamic aptitudes, encompassing postural control and the development of locomotion acquisition. Static balance presents greater difficulty, being more abstract and requiring a lot of concentration. Its mastery is essential for learning.

Dynamic balance is directly linked to the state-weight constitution, tonic-motor functions, limbs and organs, both sensory and motor.

Its forms of action refer to different situations of body support, such as: with eyes closed, on one foot, on an inclined plane, squatting). Its mastery implies the control of posture. Alves (Apud BUENO, 1998, p.56) *"when balance is defective, it requires greater*





*attention and energy on the part of the child, because when he feels unbalanced, for example, the child cannot free his hands".* The more the balance is weakened, the greater the effort of the individual to balance and stabilize his body.

## PERCEPTION

Means by which an individual becomes able to identify and understand stimuli. Perception depends on sensory stimuli captured by the senses: hearing, touch, taste, smell, sight, and interceptive kinesthetic sensations, sensations that originate in the internal environment, such as thirst, hunger, etc. Time and space are the basis for the access of words and actions in perception.

Stimulating perception from an early age allows the child the ability to register their impressions, classify them and associate them between different situations. Perceptual-motor growth will be of great relevance for the child's good performance.

## FACTORS PRESENT IN THE DAILY LIFE OF THE CLASSROOM

It is observed that in the classroom students are always in motion, they are dynamic, their bodies are always moving according to their aptitudes and conceptions. They are generally cheerful, playful, talkative, willing to participate in all the games, games played, they like to do readings, they follow all the contents presented by the curriculum, they have a notion of space, time, they narrate stories with a logical sequence. These children are excellent at both learning and teaching us.

However, it is common to find a high portion of children who cannot master reading, writing, mathematical calculations, are insecure, many are clumsy, cannot pay attention to anything in class, or there is that child who is super attentive, but when it comes to doing it, he can't, there is always someone who doesn't sit still and others who are too quiet, They have very weak writing, and everything they do is slow. In short, there are countless problems that these children cause.

When we stop to reflect on the reason for such behaviors, attitudes, we find that the bodily experience of such individuals is very precarious, because the body expresses exactly what was stimulated and experienced, with this interferes directly and indirectly, the questions destined to learning. We know that in society the cognitive aspects of a person are valued much more than the bodily aspects. Fagali (2003, p.32) states that:

When a child perceives the stimuli of the environment through his senses, sensations and feelings, it is when he acts on the world and on the objects that compose it through the movement of his body, he is experiencing, expanding and



developing his intellectual functions. On the other hand, for psychomotricity to develop, it is also necessary that the child has a sufficient level of intelligence to make him want to "experience", compare, classify, distinguish objects.

A child will have more opportunity to build his knowledge when these factors are valued and worked on, because psychomotricity also depends on the maturational factor, affectivity and the environment in which this child lives.

However, we can already find educational institutions that have this vision, as they provide their technical and pedagogical team, meetings, lectures, in order to be able to support the practice of teachers, who in turn are armed with such knowledge about psychomotricity, already using it in their daily lives with their students, but the share of unmotivated students is increasing. frightened by failure, with no prospect of improvement for their individual learning needs. It is from these factors that the psychopedagogue becomes essential in educational institutions.

When we talk about psychopedagogue, we cannot forget the various theories that underlie the work of this professional, where his main object of study, according to Neves (apud BOSA, 1991, p. 2):

(...) It studies the act of learning and teaching, always taking into account the internal and external realities of learning, taken together. And, moreover, seeking to study the construction of knowledge in all its complexity, seeking to put on an equal footing the effective and social cognitive aspects that are implicit in it.

On the other hand, this action of the psychopedagogue in the school environment should not be done only in an immediate way, it should encompass several subjects and very interrelated systems.

A thorough and multidisciplinary look must accompany the psychopedagogue in his search for better learning conditions, he needs to be aware of all the signs, as this may be the beginning of a path that will lead him to unveil and explain the real situation that prevents the student from learning clearly and pleasantly. It has been seen that due to the complexity of learning problems, Psychopedagogy needs specific knowledge of several other theories, such as Philosophy, Neurology, Sociology, Linguistics, Psychology and Psychoanalysis, in order to better understand how this process occurs. For Sara Paín (apud BOSSA, 2000, p. 35):

(...) in this place of the learning process, a historical moment coincides, an organism, a genetic stage of intelligence and a subject associated with so many other theoretical structures, whose machinery is concerned and concerned with Epistemology; we refer mainly to historical materialism, to Piagetian theory of intelligence and to Freud's psychoanalytic theory, as they establish ideology, operativity and the unconscious.

The educator armed with knowledge about psychomotricity and the psychopedagogue must be very clear that with the evolution of studies on the issues of not learning, a difference between learning disorders, problems and difficulties has come to light.

Linguistics and Psycholinguistics have revealed to us through their studies that a child may have difficulties in acquiring knowledge of reading and writing for various reasons, both emotional and structural. Each individual is different, and several causes can create obstacles in learning, regardless of a brain injury. In this way, it can be said that "learning disorder" is more linked to organic factors. Learning problems are more linked to emotional, social and family issues. Learning difficulties, on the other hand, may be related to the oscillations that mark the different stages of development, but they may be caused by a pathetic methodology, or an inadequate affective relationship with the teacher and the school.

However, the most important thing is that every child can learn, because it is through their knowledge that they will have access to culture, social insertion, and acquire awareness that knowledge is proper to the human being, regardless of race, creed, or social position.

To this end, the field of action of the psychopedagogue can vary to assume both a preventive and an assistential character. In the preventive function, according to (BOSSA, 2000) it is up to the psychopedagogue to perceive any disturbances in the learning process, to participate in the dynamics of the educational community favoring integration, promoting methodological guidelines according to the characteristics and particularities of the individuals in the group, carrying out orientation processes. As for the assistance character, the psychopedagogue participates in teams responsible for the elaboration, direction and evolution of plans, programs and projects in the education sector, making teachers and technical staff rethink the role of the school in the face of the child's individual learning needs or the methodology itself. Interacting in the school routine, the psychopedagogue builds a relationship of exchange with the community, clarifying the performance of his children; class councils, evaluating the methodological didactic process; monitoring the teacher-student relationship, suggesting activities that will enrich their praxis, as well as referring those children who may have greater impairments, which at school are impossible to be remedied.

## FINAL CONSIDERATIONS

In this article, we sought to emphasize the importance of understanding how the dynamics of teaching and learning take place, based on the knowledge of psychomotricity.

It was found that the effective participation of teachers in the experiences of psychomotor education and re-education in the school environment represents a vital element for the child's development process, as it creates an opportunity for insertion in the world of reading and writing.

An interdisciplinary action among the other theories points to new directions in the way of teaching, for a society that evolves daily in the technological field, but unfortunately in human relations, has been making some mistakes. It is hoped that from the reflections exposed in this research, the education professional who does not yet use this practice can feel encouraged to resize his work, acting more effectively in the sense of implementing strategies that privilege playfulness, bodily experience, recognition of subjectivity and learning perspectives.

On the other hand, we live in the age of knowledge, where the concern with the best quality of teaching is common to all those involved in this process, so it is urgent to invest in the training of education professionals so that they acquire skills and can develop their work aimed at the evolution of the individual.

In this perspective, the contents addressed in this work can be discussed, criticized and deepened by the educational community so that new ideas germinate and multiply the fruits.



## REFERENCES

1. Bossa, N. A. (2000). \*Psicopedagogia no Brasil: Contribuições a partir da prática\* (2nd ed.). Artes Médicas.
2. Brasil. (1996). \*Lei de Diretrizes e Bases da Educação Nacional: Lei nº 9.394/96\*.
3. Bueno, J. (1998). \*Psicomotricidade: Teoria e prática: Estimulação, educação e reeducação psicomotora com atividades aquáticas\*. Lovise.
4. Fagali, E. Q. (2003). \*Psicopedagogia institucional aplicada: Aprendizagem escolar dinâmica e construção em sala de aula\* (8th ed.). Vozes.
5. Ferreira, C. (Org.). (2000). \*Psicomotricidade: Da educação infantil à gerontologia – Teoria e prática\*. Lovise.
6. Lapierre, A. (1989). \*Educação psicomotora na escola maternal\*. Manole.
7. Le Boulch, J. (1982). \*Desenvolvimento psicomotor do nascimento aos 6 anos: A psicocinética na idade pré-escolar\*. Artes Médicas.
8. Meur, A. de. (1989). \*Psicomotricidade: Educação e reeducação\*. Manole.
9. Oliveira, G. de C. (1997). \*Psicomotricidade: Educação e reeducação numa abordagem psicopedagógica\*. Vozes.
10. Oliveira, G. de C. (2003). \*Avaliação psicomotora à luz da psicologia e da psicopedagogia\*. Vozes.