

Domestic violence and child psychomotricity in children from 3 to 6 years old

Violencia intrafamiliar y psicomotricidad infantil en niños de 3 a 6 años

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ABSTRACT

In this research, an exploration of new content is carried out aimed at exposing how this work is carried out in the community, foreseeing violence and child abuse at ages 3-6 years. For its journey, the fundamental objective is in line with how to approach and propose some considerations that regulate the existence of this problem and with the help of various indicators, investigative techniques and methods, it will present the guiding results that identify the current problem.

Keywords: Child psychomotricity; Domestic violence; Informal route; Caregivers; Socio-educational

RESUMEN

En esta investigación se realiza una exploración de nuevos contenidos dirigida a exponer como desde la comunidad se realiza este trabajo previendo la violencia y el maltrato infantil en edades de 3-6 años. Para su recorrido, el objetivo fundamental está en línea de cómo abordar y proponer algunas consideraciones que regulen la existencia de esta problemática y con la ayuda de varios indicadores, técnicas investigativas y métodos la misma expondrá los resultados orientadores que identifican el problema actual.

Palabras clave: Psicomotricidad infantil; Violencia familiar; Vía informal; Cuidadores; Socioeducativo

INTRODUCTION

Piaget's (1999) theory affirms that intelligence is built from the motor activity of children. In the first years of life, until approximately seven years of age, the child's education is psychomotor. Everything, knowledge and learning, focuses on the child's action on the environment, others and experiences, through their action and movement.

Through psychomotricity, the child's movements can be stimulated and re-educated. Educational psychomotor stimulation is aimed at healthy individuals, through planned work oriented to motor activity, and play, while psychomotor reeducation works with individuals who have disabilities, disorders or delays in their evolution and they treat bodily by means of a clinical intervention carried out by specialized personnel.

In this case, there is a massive trend of caregivers who care for children by their own, where there have been repeated cases of violence and mistreatment at these ages and the lack of communication on how to handle or educate these girls and boys who require specialists or trained people to practice this profession. Current data reveals that in Ecuador, there are constant complaints and claims about the ages mentioned. In this sense, from the review of authors such as García and Berruezo (1994) and Lázaro (2000), state that the concept of psychomotricity is not clearly defined, since step by step more activities are included and it is spreading to new fields.

At the beginning, it was a set of exercises used to correct any weakness, difficulty, or disability. But, today, it occupies a prominent place in early childhood education, however, insufficiencies in its treatments still persist, leading to constant violations by caregivers who exercise this activity in certain communities and persist in not identifying the main problems of ages that sometimes work.

The World Health Organization (WHO) defines child abuse as "the abuse and neglect that children under 6 years are subjected to, and includes all types of physical or psychological abuse that may cause harm to health, development or

dignity of the child." Among the consequences of child abuse are physical and mental health problems, negative social and work effects. In addition, research is now underway on those long-term effects.

Thus, according to the study cited in the last article of the Informal Documentation Network on Family Psychosocial Health, carried out by Eduardo José Cuestas Montañés, from the Faculty of Medical Sciences at the National University of Córdoba (Argentina) and Blanca Juanes de Toledo, pediatrician of the Madrid Health Service, there is evidence on the possible relationship between physical abuse, emotional abuse and neglect in childhood and its subsequent consequences on physical and mental health.

Other existing studies propose to report the effects and sexual abuse are widely known. However, until now, the negative consequences that non-sexual child abuse could cause on health were unknown, let alone its long-term effects. Thus, this study manages, in a quantified way, to establish a relationship between non-sexual child abuse, mental illness, behavioral disorders, somatic illnesses. And its regularities from the perspective of child psychomotricity.

In this direction, the objective of this research is to offer, from Child Psychomotricity and violence prevention in children aged 3-6, some indicators and suggestions that can be regulated and evacuated from the community to reduce the current problem.

METHODS

Historical-logical: this allowed to contextualize the object in its evolution, with emphasis on the treatment of violence and its link with the work of psychomotricity, and conceptualization of the main changes around the problem.

Review of primary sources, based on the analysis and criticism of the sources of information: it was used to study the materials related to the object of study and the defined field of action, supported by the logical procedures of thought: analysis-synthesis, induction-deduction and hypothetical-deductive. Systemic-structural-functional: it was used with the objective of determining the relationships, structure and hierarchy between the different components that are contributed in the investigation.

Unstructured observation: it allowed to verify in the setting where part of the research was carried out and their behavior, exposing the main insufficiencies that lead to violence from the informal route in girls and boys who exercise caregivers in certain communities.

Although the research in the project phase is consolidated to the extent that other instruments such as the experiment are used: to determine the validity of the hypothesis proposed by a pre-experiment design, an initial test is applied, the treatment (independent variable) and a final test taken as a criterion for comparison.

The measurement of other necessary instruments: it was used in the variables related to psychomotricity and violence prevention, as these metrics are continuous and are on a scale of relationships or proportions.

Mathematical-statistics: using descriptive statistics, a set of data was ordered, analyzed and represented, in order to describe the current state of violence at these ages and how these illnesses can be prevented through psychomotor work, which This study is complemented by inferential statistics, with methods and procedures by means of induction, the properties of a statistical population were determined from a part of it.

Survey: in order to know the current changes in society and their behavior, it was applied to the subjects of the sample, before knowing the problem and after the problem, applying possible solutions.

Some characteristics to take into account at these ages

Child psychomotricity: Changes during child development

Psychomotor development follows patterns of evolution largely marked by the child's age.

Child psychomotricity during the first year:

- The parts of the body closest to the head are controlled, extending control to the arms and later to the legs. An example of this would be the child controlling the movement of the shoulder first, then the arm and wrist, and finally the hand and fingers.

Child psychomotor from 1 to 2 years:

- Child acquires great independence with her movements. Without help, he crawls, looks back, plays construction and lace games, runs, jumps, synchronizes arms and legs, can hit a ball ...
- Able to imitate some gestures.
- Scribbles.
- Identify some parts of the body.
- Use the spoon.
- Helps to dress and undress.
- Manages to use short and simple sentences.

Child psychomotor from 2 to 3 years:

- They start riding a tricycle.
- Climb stairs (not down them).
- Dress or undress alone (no buttons or zippers).
- Eat without help.
- Besides making doodles, he makes stripes and likes to paint.

Child psychomotricity at 3 years:

- Spontaneity and ease in movements.
- Dominates the body itself, differentiates parts of the body in itself and in others.
- It moves in the race and stops.
- Has greater coordination and precision in tasks
- Complete drawings and figures.
- Begins to handle basic notions of space and time such as up-down, front-back, before-after, quickly-slowly.

The main disorders of psychomotor development are:

- Motor weakness: clumsiness in movements and inability to relax muscles voluntarily.
- Motor instability: inability to inhibit movements, as well as the emotion that accompanies them.

- Motor inhibition: tension and indifference in social contexts, show fear of social interactions, are afraid of falling, insecurity, inhibit their movements with the aim of becoming invisible.
- Disorder of the body schema or laterality: difficulty in acquiring knowledge and representation of the body itself. It is difficult for him to use space-time orientation and to use his body effectively to relate to the environment. An example of this disorder would be a child who at three years old does not identify the elements of his face.
- Child apraxias and dyspraxias: the child knows the movement, but is unable to do it correctly, does not coordinate activities and cannot imitate simple gestures
- Tics or Tourette's Disorder: sudden, involuntary movements that affect small muscle groups and recur intermittently. They can be chronic or transitory.
- Synesthesia: involuntary movements that are born while doing other activities (an example would be sticking out the tongue while painting)

RESULTS

For the prevention of violence in children aged 3-6 years from psychomotricity, some considerations are proposed to regulate these processes from this perspective:

The effects of child rape are classified, based on mental disorders, consumption of drugs, suicidal behavior, sexually transmitted diseases and sexual risk behavior. This study highlights the importance of taking measures that allow to identify the child population at risk and, at the same time, promote concrete actions that defend the youngest against abuse. Preventing and detecting cases of violence will therefore be essential, not only to end its immediate effects on children, but to safeguard their health by avoiding possible disorders that they cause in the long term.

The effects of physical abuse on children's social adaptation have also started to be examined, describing a series of interpersonal problems. Thus, authors such as Mueller and Silverman (1989) identified the two great consequences of abuse in interpersonal relationships:

1. Physical and verbal aggression in social interactions. First, the results indicated that those who suffer physical abuse "tend to show high levels of physical and verbal aggression in their interactions, and even to respond with anger and aggression to both colleagues who approach them friendly, as well as to that show signs of having a bad time."

2. Withdrawal and avoidance of personal relationships. Secondly, these authors point out the existence of "a high degree of withdrawal and avoidance of interpersonal relationships by the abused."

The final objective of psychomotricity, as a stimulation or motivation directed at the child's movements, is to provoke the senses through the sensations and relationships between the body and the outside, an activity that allows the cultivation of perceptual capacity through knowledge of movements and body response, this allows to organize the capacity of movements represented or expressed through signs, symbols, plans, and the use of real and imaginary objects, allow children to discover and express their abilities, through creative action and expression of emotion.

It also allows expanding and valuing their own identity and self-esteem within the group plurality, which allows creating security by expressing themselves through various forms as a valuable, unique and unrepeatable being. And finally create awareness and respect for the presence and space of others.

Psychomotricity is the action of the central nervous system, which creates an awareness in the human being about the movements it performs, through motor patterns such as speed, space and time. Lázaro (2000)

To develop full motor skills, you need to create certain conditions that favor its realization and does not expose it to certain violations:

Possess a warm place at room temperature, that is cozy, that encourages movement and play, this decoration, but not ornate, with good lighting, but must have the possibility of increasing or decreasing the intensity of the light, comfortable, large and with space for children's movement. If these conditions are not achieved, they can become obstacles that prevent the free movement and displacement of everyone.

To avoid violence at these ages, it is considered that caregivers should exercise non-formal activities, but with functions such as developing perception, visual, auditory, tactile, gustatory and olfactory with psychomotor play, that the body schema: body structure, posture and balance, breathing and relaxation, lateralization of functions will be real, the body in motion: dynamic coordination, perceptual coordination, spatial organization and temporal-space structuring, rhythm, is carried out systematically, and finally body expression, as expression of feeling and modeling of reality.

CONCLUSIONS

The Project aimed at socio-educational accompaniment of habitual caregivers of girls and boys for the prevention of violence revealed, in the first part, that the results of the research reveal that systematic violations of those who work as caregivers of children persist in the state's communities girls and boys aged 3-6 years and fail to regulate their work based on the benefits of child psychomotricity that proposes variants to regulate the process and to do not contribute to the violations that emerge in this direction. Psychomotricity and its influence on the regulation of child violence is necessary and regulatory, allowing those who exercise non-formal and non-institutional pedagogical functions to seriously consecrate this systematic work.

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