

Psychomotor activities to motivate the physically disabled to practice sport Actividades psicomotrices para motivar a los discapacitados físicos motores a la práctica de deporte

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Reception date: November 28, 2021

Acceptance date: January 6, 2022

ABSTRACT

Sport is one of the options that people with disabilities have for their incorporation and integration into social activities, which is why it is necessary to study and diagnose the behavior of motivational indicators. The article that is presented has the purpose of exposing psychomotor activities that motivate the physically disabled to practice sport. The application of methods such as observation, interview and document analysis allowed to address with greater foundation the insufficiencies detected in relation to the motivation for the practice of sports that gave rise to the problem under investigation.

Keywords

Sports motivation; Psychomotor activities; Physical-motor disabled; Sport practice.

RESUMEN

El deporte es una de las opciones que tienen las personas con discapacidad para su incorporación e integración en actividades sociales, por lo que resulta necesario el estudio y el diagnóstico del comportamiento de los indicadores motivacionales. El artículo que se presenta tiene el propósito de exponer actividades psicomotrices que motiven a los discapacitados físicos motores a la práctica de deporte. La aplicación de métodos como la observación, entrevista y el análisis de documentos permitieron abordar con mayor fundamento las insuficiencias detectadas con relación a la motivación por la práctica de deportes que dieron origen al problema que se investiga.

Palabras clave

Motivación deportiva; Actividades psicomotrices; Discapacitados físico-motores; Práctica deportiva.

INTRODUCTION

The socialist society proposes to guarantee the education of all our children, including those with physical or mental deficiencies, in order to make them useful citizens, a principle that is included in the Socialist Constitution of Cuba and that governs the entire National Education System.

The practice of sport for people with disabilities is a tangible reality in our society and in the world; Despite their physical and motor limitations, it constitutes a way for these people to value life in another way and to use its potential in a healthy practice. Cañizares (2008).

Many authors refer that physical or mental defects are nothing more than disability, that is, deficiencies, loss or anomaly of a psychological or anatomical structure or function, it can be innate or acquired, permanent or temporary, intellectual, language, hearing, vision, muscular or skeletal

According to the World Health Organization (1980) (hereinafter WHO) disability refers to any restriction or absence of the ability to perform an activity in the manner or within the range that is considered normal for a human being.

Most authors define motor disability as a motor capacity disorder (alteration of the motor apparatus), of a temporary or permanent nature, as a result of deficient functionality in the muscular, osseous-articular and/or nervous system, preventing normal evolutionary rhythm of such systems. These deficiencies will cause the lack of control in the execution of the movements or the lack of these.

Regarding this, Pérez (2012) is framed in what was referred to by Dr. Gúttman when he stated that sport must become a driving force for people with disabilities to seek or establish contact with the world that surrounds them, allowing them to be recognized as citizens. equal and respected.

Taking into account the above, we cannot ignore psychomotricity, which according to García (1997) defines it as the study and treatment of inappropriate motor behaviors, unadapted to evolutionary situations, whether they are chosen and imposed for reasons of a psychic, psychological nature. and psychoaffective, or linked to an instrumental deficit or a major psychomotor syndrome.

Other authors venture into the subject both nationally and internationally. Among them the Portuguese Vítor da Fonseca (1997), and in the national sphere the authors Bécquer (2002) and Rodríguez (2002), Cañizares, (2008) stand out.

Within the universe of Special Education in Cuba, the Cultural Sports Movement (Special Olympics) is found as a means of extension, whose mission is to promote sports training and athletic competition throughout the year for people over 8 years of age and older with mentally disabled, giving them the opportunity to develop physical fitness, demonstrate courage, experience joy, and participate in an exchange of prizes, skills, and fellowship with their families, other special athletes, and the community;

It is precisely in this context that Physical Education appears, aimed at improving physical development and promoting the achievement of an adequate level of physical preparation, as well as offering specific knowledge about the contents it covers, with physical and sports activities that are carried out at school. in compliance with a certain program. That is the Physical Education plays a fundamental role in the development of the personality in formation of children and youth who present physical or mental deficiencies in order to achieve total, full and active social integration.

All this is achieved when the child is taught from an early age and is prepared for life. Vygotsky (1989) considers that the leading role in the child's psychic development corresponds to teaching, and that this is a developer only when it takes said development into account.

In order for a person with a disability to be able to participate in some type of physical activity, they need to have a very big motive, interest or aspiration related to sporting activity or sport itself.

Motives are ways in which the personality assumes, processes and elaborates its different needs. They are internal and are formed in the incidence of the personality on its needs. Bello and Casales (2002).

Motivation, as a process, constitutes an active and persistent orientation of the person towards certain objects-goals, which requires, in the sports field, that the coach make good use of it, taking into account all those personal and social indicators, as well as situational ones. that could affect its directional and dynamic components. Sanchez (2005).

There are several theories related to motivation, among them are: the theory of direct and indirect motives, that of basic, intrinsic and extrinsic motivations, that of attribution, that of self-efficacy, that of achievement goals, among others.

It is important to take into account that when we interact with people with disabilities it becomes more difficult to work on motivation, since there is a tendency for the inferiority complex to predominate, and therefore they do not mobilize their behavior based on discovering other potentialities that are also necessary for life in society.

Due to the above, the author is more inclined towards the theory of extrinsic and intrinsic motivation, according to Sánchez (2005) these motivations have been classified as external and internal. Motivation is considered extrinsic when the behavior is oriented to follow a reward, an effort is made that is not directly linked to the task to be carried out, the material reward is an aspiration. On the other hand, intrinsic motivation appears when the individual experiences the satisfaction that it gives him when carrying out the task or activity, it does not require external effort or reward as an essential element.

There are still several elements that from the psychological point of view must be clarified with better precision, whose object of study is directed to the process of sports motivation. However, in practice

there are behaviors that show insufficient variability of exercises adapted to the disability, caused by the non-existence of a guiding program for physical education classes.

The aforementioned elements are the basis of a problem to be solved, for which the objective was to develop psychomotor activities that motivate the physically disabled to practice sports. For this, several methods were used, such as: document analysis, observation and interview that served to identify insufficiencies in the motivation of physically disabled people to practice sports.

METHODS

The research was carried out at the school on June 14 in the 2018-2019 academic year. It focused on the study of motivational indicators of students with motor disabilities.

In the initial verification, data was collected from four fundamental sources: teachers, methodologist, students and the physical education program. In this sense, 3 Physical Education teachers and 1 methodologist and 15 students with disabilities were selected, for a total of 19 people, constituting 100 percent of the sample.

To determine the behavior of the current state of the motivational indicators, a psychological diagnosis was made, divided into three moments, which allowed determining the causes of the low motivation of the physically disabled to practice sport.

A first moment directed to the preparation, organization and planning of the diagnosis, a second moment related to the application of the diagnosis, a third moment that was the culmination of the diagnosis.

In the preparation, organization and planning of the diagnosis, the fundamental objective was aimed at planning the obtaining of information from the representations that students with motor disabilities have regarding the practice of sport.

The moment of application of the diagnosis was focused on the use of the selected research instruments to obtain the necessary information from the different sources.

The culmination of the diagnostic process had as objective: to carry out an analysis of the information collected for the identification of the behavior of the motivational indicators.

From the interviews carried out with the physical education teachers, the methodologist and the students with motor disabilities with the aim of knowing the level of information that the students have regarding the practice of sport, and the perception of the teachers and the Methodologist of their behavior in this type of activity, it was confirmed that these students have very varied tastes, they value the importance of doing physical exercises, but they are not aware of the conditions and potential they

have to practice them. Both the teachers and the methodologist consider that these students can practice sports, although they as teachers must contribute more to fulfilling this.

With the review and analysis of documents, it was found that the physical education classes for these students are governed by the governing program and that there is no specific program for working with students with disabilities, which is why the activities planned for them are not enough. motivate them to practice sports.

After making several observations to physical education classes, it was evidenced that these students, despite their disability, adequately assimilate the orientations they are given, and try to execute them as best as possible, some with more difficulty than others, but they try to finish the exercise or the execution. The methods used by the teachers are good, but they must rely on other resources to increase motivation for their classes and for the practice of physical activity or sport.

It was also necessary the support of other psychological techniques such as the composition and the 10 wishes in order to identify the main needs and the level of aspiration, revealing that these students give higher priority to activities that do not have to do directly with sports activity. or sport itself, among their priorities are playing, going for a walk, going to a party or reading. They also have needs for affection and security. Although they like physical education classes, most of them state that they do not feel motivated enough to practice any type of sport.

In summary, we can say that these students need to incorporate new activities into their Physical Education classes that mobilize their behavior in order to increase motivation for practicing sports.

Taking these elements into account, we proceed to the development of psychomotor activities to motivate the physically disabled to practice sports, which are presented below:

RESULTS

Methodological structure of the proposed psychomotor activities.

The proposed activities are methodologically structured as follows:

Name: Identifies each of the activities in correspondence with its objective.

Objective: Explain the purpose of each of the activities.

Methodology: The elements to be taken into account for the correct organization and execution of each activity are described.

Date of completion: It refers to the date on which the activity will be carried out.

Duration time: Indicates the time that the activity will last.

Evaluation date: Refers to the date on which the results of the activity will be evaluated, as well as its impact.

Activity 1

Name: Learning to live.

Objective: Raise the level of knowledge about sports activity.

Methodology: 2 rows are formed, when the teacher blows the whistle, the runners start trying to overcome the obstacles that appear in the race (the distance is determined by the teacher). When they reach the goal they must choose a card with incomplete sentences related to the sporting activity and they will have to complete them.

Rules:

- The first to reach the goal accumulates a point for his team.
- Whoever completes the sentence wins a point for his team.

The team that accumulates the most points wins.

Date of completion: According to planning.

Duration time: According to planning.

Evaluation date: According to planning.

Activity 2

Name: Sports in Cuba.

Objective: to develop physical and cognitive abilities.

Methodology: Students are formed in a circle and one is placed in the center blindfolded. Each student will have the name of a sport practiced in Cuba, including the one in the center.

Once this is done, the student who is in the center says the name of a sport represented by the other children and he goes to the center and has to carry out actions typical of that sport (throw, run, kick, jump, among others). This is repeated until the last child has done it.

Rules:

- To go to the center of the circle you have to wait for the name of the sport to be mentioned.
- The student who best executes the actions wins.

Date of completion: According to planning.

Duration time: According to planning.

Evaluation date: According to planning.

Activity 3

Name: Knowledge file.

Objective: to identify sports actions.

Methodology: The group is divided into two teams. On a table there are several cards in which photos of different sports appear. The child who chooses the card, without speaking, must imitate actions typical of that sport, and the other team has to identify the name of the sport based on the actions shown.

- Rules: The child who imitates the action cannot speak.
- The team that correctly guesses the name of the sport wins a point.
- The team that accumulates the most points wins.

Date of completion: According to planning.

Duration time: According to planning.

Evaluation date: According to planning.

Activity #4

Name: Walk and learn.

Objective: to broaden knowledge about the practice of sport.

Methodology: 2 teams are formed in rows. A straight line is drawn for each team from start to finish. At the teacher's command, the first children walk along that line imitating actions of the sport they like the most until they reach the end. Upon reaching the goal, they must answer questions related to the importance of practicing physical activity or sport.

Example: How important is the practice of physical exercises for children?

- Rules: Children must not go outside the lines.
- The team that answers the most questions wins.

Date of completion: According to planning.

Duration time: According to planning.

Evaluation date: According to planning.

With the application of the proposed activities it was possible to demonstrate that at an initial moment these students lacked information regarding the practice of sport and that most of the activities they carried out were not individualized according to their disability, all this caused by the non-existence of a guiding program or support material for working with students with motor disabilities.

After applying the activities where action is combined with knowledge, it was confirmed that these students better identify the importance of practicing sports, recognizing the potential they have to practice it and demonstrating that they can also be included in this type of activity with successful results, evidencing a greater interest and therefore a greater motivation to be included in the practice of sport.

DISCUSSION

From the study carried out, it was demonstrated that people with disabilities can be included in multiple activities of a social nature.

The novelty of the research lies in combining the physical with the cognitive through play, because taking into account the characteristics of the stage and the demand for their needs, it is the most appropriate way for the message to arrive and thus put the intention into practice. of this work.

These activities are characterized by being flexible, transformative, integrating and systematic, they constitute a very useful tool to contribute to the motivation of physically disabled people to practice sport.

Within the contributions given by Sánchez (2005) to the study of motivation, it is evident that the strength of the motivations, their permanence, the correspondence with the essential objectives and with the value orientations of the personality, are defining conditions of the activity consciously. goal oriented.

On the other hand, Sánchez (2005) exposes the theories on which the study of motivations is based, classifying them according to their mode of expression.

The deficiencies found during the diagnosis carried out show that, despite the efforts of teachers to motivate students, it is necessary to increase efforts so that they are increasingly aware of everything they can do and of the importance of practicing Sport for your physical and mental health. It was found that these students with motor disabilities need information, guidance and to be included in motivating and developing activities that increase their interest in sport.

The activities developed are a very useful tool to awaken motivation for the practice of sport in people with motor disabilities from an early age, guaranteeing them physical and psychological well-being and therefore greater integration and participation in social activities.

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