

Psychomotor Activities in Remote Teaching: records in Childhood Education

Atividades Psicomotoras no Ensino Remoto: relato de experiência a partir de registros na Educação Infantil

Actividades Psicomotrices en la Enseñanza a Distancia: registros en Educación Infantil

Silvia Fernanda de Souza Lordani¹

 <https://orcid.org/0000-0001-9599-3591>

Debora Luppi Souto²

 <https://orcid.org/0000-0002-0581-9408>

Heloisa Toshie Irie Saito³

 <https://orcid.org/0000-0003-1061-5933>

Abstract: This field research was developed based on the direct observation of tasks accomplished by the group studied via recording (photos and videos) of the activities developed by the children. Its main aim was to analyze the experience of a childhood education teacher during the pandemic, from her daily records carried out during the lesson in the emergency remote teaching model (ERT). To achieve such aim, we first addressed issues related to body movement, children's development concept and its relationship with early childhood education. Next, we contextualized the educational institution where the actions were carried out, and then presented the methodological procedures adopted, followed by the data description and analysis. We found that it was very difficult for the children to accomplish the activities proposed by the teacher remotely, which enabled some reflection on the didactic-pedagogical implications of ERT for the psychomotor development of children in Early Childhood Education, through the records made by the teacher at this stage of education.

Keywords: Psychomotricity. Pandemic. Records.

Resumo: Este relato se caracteriza como uma pesquisa de campo como procedimento metodológico realizada por meio da observação direta das atividades do grupo estudado, efetuadas por meio de registros (fotos e vídeos) das atividades desenvolvidas pelas crianças. Objetiva apresentar e analisar a experiência de uma professora de

¹ Mestra em Ensino pelo PPGEN / UENP, campus Cornélio Procópio PR. Doutoranda em Educação pelo PPE / UEM - PR. Professora da Educação Básica no município de Santa Amélia PR. E-mail: fernandalordani@gmail.com

² Doutora em Educação pelo PPE / UEM - PR. Professora da Educação Infantil no município de Paçandu PR. E-mail: deboraluppi905@gmail.com

³ Pós Doutora em Educação pela USP / SP. Professora associada do Departamento de Teoria e Prática da Educação (DTP) e do Programa de Pós-graduação em Educação (PPE) da Universidade Estadual de Maringá. E-mail: htisaito@uem.br

Educação Infantil durante a pandemia, a partir de seus registros diários realizados nas aulas no modelo de Ensino Remoto Emergencial (ERE). Para isso, em um primeiro momento, abordamos questões relativas ao movimento corporal, ao conceito de desenvolvimento infantil e à sua relação com a Educação Infantil, para, depois, contextualizarmos a instituição de ensino em que as ações foram desenvolvidas, a fim de, na sequência, apresentarmos os procedimentos metodológicos adotados, a descrição e a análise dos dados. Constatamos uma significativa dificuldade de as crianças executarem as atividades propostas pela professora de forma remota, possibilitando refletir sobre as implicações didático-pedagógicas do ERE para o desenvolvimento psicomotor de crianças da Educação Infantil, por intermédio de registros efetuados pela professora dessa etapa de ensino.

Palavras-chave: Psicomotricidade. Pandemia. Registros.

Resumen: Este informe se caracteriza por ser una investigación de campo como procedimiento metodológico llevado a cabo mediante la observación directa de las actividades del grupo estudiado, realizada a través de registros (fotos y videos) de las actividades desarrolladas por los niños. El objetivo es presentar y analizar la experiencia de una maestra de jardín de infantes durante la pandemia, a partir de sus registros diarios de clases en el modelo de Enseñanza a Distancia de Emergencia (ERE). Para ello, se abordan, en primer lugar, cuestiones relacionadas con el movimiento corporal, el concepto de desarrollo infantil y su relación con la Educación Infantil, y, a continuación, se contextualiza la institución educativa donde se llevaron a cabo las acciones, para luego presentar los procedimientos metodológicos adoptados y la descripción y análisis de los datos. Encontramos que era muy difícil que los niños realizaran a distancia las actividades propuestas por la maestra, lo que permite reflexionar sobre las implicaciones didáctico-pedagógicas de la ERE para el desarrollo psicomotor de los niños de Educación Infantil, a través de los registros realizados por la maestra en esta etapa educativa.

Palabras-clave: Psicomotricidad. Pandemia. Registros.

Introduction

Teachers' daily records, understood as a pedagogical work tool provide teachers with some reflection upon the organization of their teaching practice. According to Ostetto (2017, p. 16, our translation), "[...] when writing about the routine developed with children, teachers gain space to reflect upon their practice, which opens possibilities to evaluate the pedagogical route planned, redefining steps or confirming the path". Taking that into consideration, this report proposes to present and analyze the experience lived by a teacher in childhood education during the pandemic, from her daily records of the lessons given in emergency remote teaching (ERT).

The 2020-2021 school years were challenging to the Brazilian education, mainly in institutions that provided early childhood education, since the National Curriculum Guidelines (DCNEI - Diretrizes Curriculares Nacionais) (Brasil, 2009) define interactions and playing as structuring axes to think and plan teaching actions and practices with children from the first months of life up to five years old. However, from March 2020 onwards, with the health emergency provoked by the coronavirus pandemic, lessons in schools were suspended for all levels of education and teaching styles in Brazil (Brasil, 2020). This resulted in a great challenge to think and plan practical actions for body movement in early childhood education since the teacher's presence to act in the children's mediation and interaction is fundamental for the children's development process. As pointed out by Yaobin (2020), who developed a study in China, the adoption of online activity systems or ERT occurred worldwide,

thus different technological devices were needed to guarantee the development of the education practice as a measure of prevention of the coronavirus spread in many countries.

When considering such context, this study aimed to present and analyze the application of a psychomotor activity called “psychomotor circuit”, developed from an Education Technical Production (PTE – Produção Técnica Educacional) called “Manual Ilustrado. Atividades psicomotoras para a Educação Infantil: prevenindo dificuldades de aprendizagem” (Illustrated Manual. Psychomotor activities in Children’s Education: preventing learning difficulties), by Lordani (2020a), targeting children who attended childhood education in a municipal public institution, in a municipality in Northern Paraná.

Its implementation occurred in June 2020, during the pandemic period, in the ERT format due to the suspension of onsite school activities as a prevention measure against the coronavirus. The institution investigated adopted remote teaching from April 2020 onwards, by sending printed activities to the children and instructions in video lessons using the WhatsApp to reach their students. The ERT model was adapted to assist the education demand during the pandemic.

ERT consists in a temporary change in the mediation of school knowledge due to the pandemic circumstances, it promotes the (re)invention of teaching practices, giving it new meaning, and creating environments to cater for the teaching and learning process of children attending early childhood education. Such practice broadened the relationship between education and information and communication digital technologies (ICDT) worldwide. According to Hodges *et al.* (2020) it is a temporary change in the delivery of school content using an alternative way, as well as a change in the lessons and the number of children, for a limited period of time regulated by the crisis duration.

For Tomazinho (2020), ERT is associated with the fact that teachers and children were prevented from going to school, in compliance with the social isolation recommendation by the Health Ministry. It is considered an emergency measure due to the speed with which the lessons were suspended and teachers and children had to adapt to a new strategy for the mediation of the school content.

Regarding ERT in early childhood education, the study reported by Lordani, Blanco and Coelho Neto (2021) pointed out the negative didactic-pedagogical implications for the psychomotor development of children in early childhood education, since this teaching format does not favor socialization or proper mediations and interactions with the teacher required for the children’s psychomotor development. This a format that does not seem to be compatible with the real education of the body and movement in a broad sense. Moreover, those authors reinforced that this kind of teaching does not cater for the needs and specificities of early childhood education.

The objective of the “psychomotor circuit” activity proposed to the childhood education children was to favor the development of the children’s psychomotor elements, with the purpose of creating intentional stimuli and mediating the children in a way to contribute to their development. It focused mainly on fine and global movement, which are fundamental for these children’s learning actions in the future.

The activity had specific objectives as follows: to coordinate hand movements when holding the chalk to write on the board; to understand and follow commands that identify positions in space; to stimulate the development of laterality and balance; and to strengthen the family/school bond considering the remote teaching format.

Therefore, the activities were sent to 30 (thirty) children, out of which only 50% replied with the completed task. Based on the replies received, the difficulty faced by the children to accomplish the tasks proposed by the teacher was observed, but some progress related to certain movements was also noticeable. The photos and videos analyzed revealed the children’s evolution in some psychomotor abilities such as laterality and balance.

Body Movement and Early Childhood Education

According to the Brazilian Psychomotricity Association (ABP - Associação Brasileira de Psicomotricidade, 2023), psychomotricity is a science that studies human beings by observing their bodies in movement and in relation with their internal and external world. Elements such as movement, intellect, and affection support psychomotricity.

For Fonseca (2008), inspired by Vygotsky’s thought, psychomotricity has a sociocultural origin and emerges from motricity of biological origin, which is related with the higher psychological functions and the human learning theory based on mediational aspects. These processes can only occur within a social and cultural context. That author also clarified that the psychomotricity notion is based on the individual-nature or individual-society relationship, so that it emerges in the human beings’ dialectic interaction with their environment. Thus, for the children to become humanized, they need to grow in a social environment and interact in a mediated way with other people.

The study proposed by Sousa and Silva (2013) demonstrated how psychomotricity in childhood education can enhance children’s learning and development through the organization of body movement teaching practices. Those authors pointed out the need for reflection upon teaching practices and methodologies in children’s education, creating opportunities to favor those children’s learning. In such perspective, Lordani (2020b) reported that psychomotricity can broaden the children’s holistic development possibilities since its practice involves cognitive, motor, and affective aspects, in

addition to being able to promote interactions and playing, which are favorable to children's development.

In such context, Aquino *et al.* (2012) elucidated the importance of teaching practices that motivate the development of children's psychomotor elements in childhood education. They also emphasized that teachers who work in childhood education play a critical role in the process that precedes children's literacy. For this reason, they highlight the importance of teachers being prepared and qualified to work on the development of potentialities and/or reduce their children's psychomotor gaps via mediations that can help those children's development.

Human movement is a function that relies on social aspects to develop. Babies first movements are disordered, involuntary, and unintentional; "[...] such movements are called involuntary for being controlled by subcortical nervous ways (cerebellum, extrapyramidal ways, reticular formation, and others), and depend on the number and quality of sensorial stimuli that the children are exposed to" (Kolyniak Filho, 2010, p. 56-57, our translation).

While the baby interacts socially, those movements start to become voluntary, intentional, and more complex. The biological aspect is the initial conditions for such development, but the social aspect is what enables and determines the continuity of this process since the "first organic principle of existence starts to be substituted with a second principle – that of external reality and, which is more relevant, the social aspect" (Vygotsky; Luria, 1996, p. 156, our translation).

It seems relevant to highlight that the human biological apparatus is important for the development of human movement. However, without the social aspect, children's movement development might be limited to instinct and involuntary movement, aiming at survival only, as reported by Kolyniak Filho (2010, p. 55-56, our translation):

As soon as the egg is fertilized, a specific biological inheritance is constituted, that is, a genotype. The genotype contains possibilities for the construction of motricity since it contains certain programming for the construction of structures and biological functions that are characteristic of the human species – muscles, articulations, nervous system, etc. The accomplishment of such possibilities depends, since pregnancy, on the mother's concrete conditions of existence in a given sociocultural environment – regarding food, hygiene, health conditions, work and leisure daily activities, access to health service, interpersonal relationships, etc.

Babies are born with the necessary characteristics so that their body development can occur, their genetic inheritance, but the main aspect determining such development is the quality of the social mediations established between the children and the world. Even in the mother's womb, babies already suffer indirect influences from the social environment where the mother is inserted – and, after being

born, the social environment starts to directly influence the children's movement development. Gradually, children make their movements more complex, while they explore the world around them with the mediation of a more experienced individual.

They learn to support their head, sit, crawl, stand up, and start walking; they start to stretch their arms towards objects, touch, and hold them, and eventually, they will manipulate, swing, throw, or hit them against their cradles, etc. All these movements and actions are steps that lead to ways of behaving that characterize human beings (Mukhina, 1995, p. 88, our translation).

Movements that are specifically human and complex are developed upon the possibilities that are socially made available to the children. The quality of the relationships established influences directly the development of the children's more complex motor potentialities – but such development does not occur naturally.

[...] despite the apparent naturality of motor development, it is just like other processes, influenced by the child's development social conditions. Thus, the access and manipulation of social objects must operate in favor of the most diverse psychomotor domains, starting by those required for their correct use (Martins, 2012, p. 113, our translation).

Motor development requires intentional mediation to occur: if children are exposed to few possibilities of exploring movements, their holistic development will be limited since by moving, children establish social relationships and explore themselves and the world around them, also developing socio-affective aspects. Nista-Piccolo and Moreira (2012, p. 43-44, our translation) observe that in early childhood education,

[...] there is an intense relationship between emotional state and physical activity. Therefore, games that promote expression of happiness, sadness, anger, or other emoticons are easily represented by the motor behavior altering muscle tone, in the same way exciting physical activities influence their emotional aspect.

Children's motor development is a fundamental factor in the development of other functions. For this reason, it must be included in the teaching practice of teachers working in early childhood education.

We can also cite the close relation between the motor dimension and cognitive aspects that require the ability to understand and think. By solving motor tasks, the child improves reasoning and stimulates creativity. There is a huge list of motor activities that also foster attention, concentration, memory and understanding of rules, for example (Nista-Piccolo; Moreira, 2012, p. 44, our translation).

We can state that children's body movement development directly implies the development of their physical, psychological, cognitive, and affective aspects. Once more, this shows how essential it is to work these aspects in early childhood education.

It seems relevant to emphasize that in childhood education, movements are even more important than in other phases of education since young children express, communicate, and relate to others mainly via gestures and movements while they are in the initial phase of speech development.

Their ways of interpreting, giving meaning, and communicating emerge from the body and occur through gestures, looks, smiles, cries, as expressive and communicative movements prior to verbal language and that constitute, simultaneously to the trust field, the children's first channels of interaction with the world and other individuals, remaining in us – in our bodies – and in the way we establish social relations (Barbosa; Richter, 2015, p. 83-84, our translation).

Young children relate specially via movements; they express themselves, explain their desires, interact, explore objects and their own body. While moving, they develop a series of mechanisms to understand distance, weight, speed, muscle control, sensations, among others. According to Iza (2008, p. 37, our translation), "movement is highly relevant in children's development, that is why teachers must be aware of the intentionality of the movement activities developed with children from 0 to 6 years old".

Activities that promote body movement in early childhood education must be planned, intentional, and mediated. It is necessary to provide children with "[...] new experiences of movement, in which students can socially integrate, developing their cognitive, motor, and affective domains, being able to create, make decisions, evaluate, and know their potential" (Nista-Piccolo; Moreira, 2012, p. 34, our translation). Therefore, an attentive and careful observation of the children is needed to identify their difficulties and mediate them. For this reason, acting in the children's potential development area is crucial as well as considering whatever they cannot achieve autonomously, aiming at promoting new learning and launching new challenges that will result in a humanizing and holistic development of those individuals.

Children's development

Children's development, according to the Historical-Cultural perspective, goes through a long and complex process, which only occurs via socially established relationships. However, there is also a biological factor that is the human physiological structure, which comprises the genetic bases that

enable the development of human potentialities. Such potential can only be developed when boosted by social teaching. To sum up, development

[...] is a complex dialectical process characterized by periodicity, unevenness in the development of different functions, metamorphosis or qualitative transformation of one form into the other, intertwining of external and internal factors, and adaptive processes that overcome impediments (Vygotsky, 2000, p. 141, our translation).⁴

In this process, children learn with the mediation of a more experienced individual, who teach them the knowledge built by the humankind over the time as a product of the human culture. When they learn and appropriate this knowledge, they develop. Thus, as pointed out by Vigotskii (2016), learning results in development.

Understanding the relationship between learning and development implies understanding some relevant concepts. The first one is called “child’s effective development level” (Vigotskii, 2016, p. 111), which refers to the psychological development the child has reached and that results in tasks the child can accomplish autonomously, which has been appropriated.

However, there is another level that must be understood, which is called “tasks a child can accomplish with assistance” (Vigotskii, 2016, p. 112). This stage refers to psychological process that are still in development and result in situations in which the child requires the mediation by a more experienced individual to accomplish the tasks. “The difference between the level of tasks accomplished with adults’ help and the level of tasks accomplished as an independent activity define the child’s zone of potential development” (Vigotskii, 2016, p. 112, our translation). It is within the children’s important zone of potential development that the teacher’s mediating action is fundamental. More specifically, it is in this area that teaching must act to boost children’s development.

When following these principles, we state that early childhood education and the education work cannot be restricted to the knowledges and abilities already mastered by the children, but rather focus on the elements still in development. To achieve that, the educators must keep an attentive eye on the children to understand what they cannot master but can accomplish with the help of a more experienced individual. From this understanding, the teacher can elaborate education proposals that cater for the children’s difficulties and are not limited to what they already know.

⁴ “[...] se trata de un complejo proceso dialéctico que se distingue por una complicada periodicidad, la desproporción en el desarrollo de las diversas funciones, las metamorfosis o transformación cualitativa de unas formas en otras, un entrelazamiento complejo de procesos evolutivos e involutivos, el complejo cruce de factores externos e internos, um complejo proceso de superación de dificultades y de adaptación” (Vygotski, 2000, p. 141, tradução nossa).

As defended by Vigotskii (2016, p. 114, our translation), “the only good teaching in the one that is ahead of development”. Thus, when seeking quality in early childhood education, one must understand that the teaching practices must occur based on the main activities of each period of the children’s development, so that they influence the psychological process being developed by them – which are ongoing processes. Otherwise, such teaching is limited to knowledge already mastered by the children and does not optimize the development of the children’s higher psychological functions, without which they cannot be humanized.

Such functions are not, from the phylogensis standpoint, a product of the conduct biological evolution, but rather a product of the historical development of the human personality. And from the point of view of the ontogenesis, these functions also have their own development history, closely connected with their biological formation, but do not coincide with it and along with this biological line, they build up a second line in the children’s psychological development. We call them **higher functions**, and with it we mean as the first and most relevant position their place in the development plane; to distinguish it from biogenesis, which refers to the lower functions, we opted for calling its history of education and development, **sociogenesis of the higher psychological functions**, thus emphasizing the social nature of their appearance⁵ (Vygotski; Luria, 2007, p. 43-44, authors’ emphasis, our translation).

Higher psychological functions are those that only human beings own. They differ from the most elementary ones found in all animals, and they allow children to develop and become human beings.

When children are born, they are only members of the human animal species but gradually with the work of transmission of the human culture carried out by the adults around them, they transform into members of the human gender, the humankind (Arce; Baldan, 2012, p. 189, our translation).

Children are not born humanized; they are born with the biological specificities of the species. Their physiology allows their higher psychological functions to develop. However, to achieve such development, children must appropriate the knowledge developed along the historical time.

⁵ “Estas funciones no son, desde el punto de vista de la filogénesis, producto de la evolución biológica de la conducta, sino producto del desarrollo histórico de la personalidad humana. Y desde el punto de vista de la ontogénesis estas funciones cuentan también con una historia propia de desarrollo, estrechamente conectada con su formación biológica, pero no coincidente con ella y que conjuntamente con esa línea biológica construyen una segunda línea en el desarrollo psíquico del niño. Denominamos a estas funciones funciones superiores, y con ello queremos significar en primer y más destacado lugar su papel en el plan del desarrollo; para distinguirla de la biogénesis con que se designa la de las funciones más inferiores, nos inclinamos a denominar a su historia de formación o desarrollo, **sociogénesis de las funciones psíquicas superiores**, resaltando así la naturaleza social de sus comienzos” (Vygotski; Luria, 2007, p. 43-44, grifos dos autores).

Humanization is the process in which each individual learns to become human, in which they appropriate the culture, values, behavior, knowledge, and the outcomes of what has been built by the humankind – both historically and socially over generations.

To appropriate such results and turn them into aptitudes “the organs of their individuality”, children, human beings, must relate to the phenomena of the world surrounding them through other human beings, that is, in a process of communication with them. Therefore, children *learn* the suitable activity. Due to its function, this process becomes an *education process* (Leontiev, 2004, p. 290, author’s emphasis, our translation).

By means of education, children appropriate human aptitudes making them their own. They learn to talk to the others, to reason logically, to move voluntarily, that is, to control their conduct in social interactions. Without education, the humankind’s historical process would not continue, and the human development would be compromised from both the phylogenetic and ontogenetic standpoints. Thus, it seems relevant to emphasize that in the education process, one does not apply any knowledge, but rather that of theoretical character.

According to Vygotski (1993), theoretical concepts are those that require a complex degree of generalization, and teaching them requires systematization and the teachers’ mediation, unlike those that are learnt only through the children’s immersion in the cultural environment, or concepts that they learn spontaneously, which that author refers to as routine concepts.

In early childhood education, teaching is based on a systematized organization since “early childhood education, the first phase of basic education, aims at the holistic development of children up to 5 (five) years old, considering their physical, psychological, intellectual, and social aspects, complementing the family’s and community’s actions” (Brasil, 1996, our translation). Regarding the educational function of the early childhood education, teaching practices must be driven by intention, and the content to be developed with the children must have a historical and social character, so that their holistic development is promoted. As stated by the law cited above, the holistic development of children also involves physical aspects, which reinforces the need to work with body movement in early childhood education. To achieve this aim, considering and organizing the space and environment of education institutions, consequently, become essential factors to enable actions favoring children’s development. This aspect will be discussed below.

Contextualizing the education institution

We understand that early childhood education spaces and environments are recognized as important elements for the organization and development of significant experiences in this education phase. However, during the ERT period, those children had no access to the school institution on site, or even contact with spaces/environments that had been previously planned and organized for children's development. Next, we describe the institution that took part in the research.

The research was developed at the only early childhood education center (CMEI - Centro Municipal de Educação Infantil) of a small city located in northern Paraná. There were 184 (a hundred and eighty-four) children enrolled with the CMEI in 2020, their age ranged between 6 (six) months and 5 (five) years old. The professional team included around (twenty-six) professionals; out of which 18 (eighteen) were full time early childhood educators, working 40 (forty) hours a week. Among teachers, there was 1 (one) physical education teacher, who worked employing the psychomotor approach, following the institution curricular norms; 1 (one) school secretary; 1 (one) principal; 1 (one) education advisor; and there were also 5 (five) janitors taking care of the cleaning activities and school meals. It seems relevant to emphasize that all professionals were hired after having passed a public test.

The physical space contains 8 (eight) classrooms; 1 (one) secretary's office; 1 (one) teachers' room; 1 (one) psychologist's room; 2 (two) kitchens, one preparing meals for babies, and another for the older children; 1 (one) milk dispensary; 1 (one) reception; 1 (one) laundry; 1 (one) cafeteria; 1 (one) pantry; 1 (one) playground (outside).

Methodology Adopted

Considering the pandemic current scenery and the social distancing measures, onsite lessons were suspended, which provoked alterations in processes and practices, as well as the teaching resources used. Teachers had to reinvent their practice, and mainly opted for the use of ICDT in remote lessons.

In such context, this report aims to present the results of a study carried out in an early childhood education municipal public institution in the State of Paraná. It refers to an activity called "Psychomotor Circuit", guided, and sent by a teacher who works with the Children's III class. She adapted the activity found in an Educational Technical Production (PTE – Produção Técnica Educacional) entitled: "Manual Ilustrado. Atividades psicomotoras para a Educação Infantil: prevenindo dificuldades de aprendizagem" ("Illustrated Manual. Psychomotor Activities in early childhood education: Preventing learning difficulties") (Lordani, 2020a).

The activity had to be adapted to the children's age group. The said manual was elaborated for children from 4 to 5 years old, however, the teacher adapted it by reducing the circuit to three (3) stations to be used with three-year-old (03) children.

The teacher chose this activity because it was easy to adapt the physical material to do the activity at home, with PET bottles, and for providing body movement and family-child interaction. However, it seems relevant to emphasize that the adult's mediation was fundamental for the task achievement. The activity was sent to 30 (thirty) three-year-old children whose identity will not be revealed in this report.

Throughout the ERT, every fortnight, the teacher sent activities, materials, and written instructions to the children's parents, and the activities should be carried out and sent back to her within the fifteen-day period. Parents were instructed both onsite when they received the activities and online, via the WhatsApp, on which the teacher sent audios and videos to help them to apply the activities sent to the children. Thus, the children did not receive direct mediation by the teacher, that is, the teacher instructed the parents so that they could develop the activities with their children.

Parents took photos and videoed the development of the activities and sent to the teacher who could monitor and evaluate children's performance. From the parents' recording of the activities, the teacher could assess whether the students were accomplishing the activities according to the instructions sent to their parents.

As observed, this is a field study developed using direct observation of the activities carried out by the group investigated to capture explanations and interpretations of that reality (Gil, 2008). The analyses were based on the records, photos, and videos of the activities carried out by the children, which were sent to the teacher by the children's families and also via direct contact with the families on the telephone, WhatsApp and, in some cases, onsite, during the collection of activities by the parents/guardian.

Activity description

First, an activity that enabled the development of the children's psychomotor elements was selected. It should stimulate body movement and should be carried out aided by the family since it was the ERT period. The activity proposed referred to a "Psychomotor Circuit" with 3 (three) stations. Thus, some criteria were set to select the activity to be sent to the children's parents so that the children could do it. We thought of proposing the use of materials that could be easily found at home

and that did not require too much physical space, so that everyone could carry out the activities at home, and it could promote interaction and fun for the children and their families.

The teacher sent the activity written on a form to the families, with instructions of how the activity should be carried out by the children, some physical material needed was also sent (white chalk). In addition, a video was sent via the WhatsApp with the explanation and instructions necessary for the accomplishment of the task.

For the students to be aware of their own bodies, parents were instructed to start a conversation asking their children about the parts of the body, asking for example where their hands, their feet, and their head (or other parts) were. After this step, parents should allow their children to familiarize with the activity letting them observe the circuit, and then start the activity as proposed by the teacher. The description of the 3 (three) stations is found below.

First station: This part of the activity aimed to stimulate fine motricity, balance, and spatial structuration and organization. With some help, the participant children had to use the white chalk to draw their hands and feet on the floor. After that, they should step on the drawing of their feet, for example, and receive some commands such as stand on one foot, hop on one foot, walk without separating their legs, try to keep balance without opening their arms, and running with their arms crossed on their backs.

Second station: The students had to use the white chalk to draw a straight line on the floor. Then, they were told to walk on the line, stimulating their balance, tone, and their spatial notion perception.

Third station: This step aimed to stimulate global muscle movement. Thus, PET bottles were placed on the circuit to create obstacles, so that the children would have to run and jump, the command included jumping with the feet together and separated.

The instructions were clear about the need for the presence of an adult guiding the children and informed them about the resources to be used as follows: paper forms with the instruction, white chalk, PET bottles, videos on the cell phone. The app WhatsApp was used for communication between the families and the school.

The results showed that the activity sent during the ERT did not reach all students, since only 50% (15 families) replied with information about the activity development. Therefore, we understood that among the 30 (thirty) children involved, only 15 (quine) accomplished the task, since the others – half of them – did not reply or sent any information about it.

The records, video observation, and the photos sent by the parents revealed that some children still struggled to jump over obstacles without separating their feet and found it easier to do

it when separating them (Image 3). When learning about the parts of the body and to identify drawings on the circuit (feet and hands), the children performed as expected, identifying correctly where they should place feet and hands (Image 1) to demonstrate balance when doing these movements. They also showed balance and dexterity when walking on the straight line (Image 2).

Image 1 – Station 1



Source: Research data.

Image 2 – Station 2



Source: Research data.

Image 3 – Station 3



Source: Research data.

Moreover, when comparing the video images and the activities carried out with the psychomotor activities performed at school during the onsite teaching period, the teacher observed gradual improvement regarding the children's psychomotor aspect.

When contacting the families of the 15 (fifteen) children that did not reply or send any information about the development of the activities, the teacher reported that 3 (three) parents justified that their cell phone did not support the video recording or sending photos via the WhatsApp. However, they stated that their children carried out the activity remotely as instructed by the teacher. Other explanations given by the faulty families were that they did not have time to help their children or did not have access to the technology required.

Final Considerations

This report aimed to present and analyze the experience of a teacher working on early childhood education during the pandemic, from her daily records of lessons taught in the Emergency Remote Teaching (ERT) model. To achieve the objective proposed, the author sought support in the Historical-Cultural Perspective, and throughout the report, the theme of children's body movement and child development was approached since it is a relevant aspect to be incorporated in qualified teaching practice in early childhood education. In addition, we presented the development of the psychomotor activities carried out with the children in the pandemic context.

We advocate children's access to systematized knowledge that is historically built, as well as the intentional education practice based on scientific knowledge, so that all the spaces and the time the children spend at school in early childhood education are used for activities that optimize specifically human abilities. Such teaching practices must be permeated by interaction, playing, and consequently, body movement.

Based on our studies, we believe that children are subjects developing a humanizing process. While they appropriate human culture and theoretical knowledge through mediation by a more experienced being, they develop their psychological functions and start to control their own conduct. Therefore, we defend that, in early childhood education, teaching practices must occur in a planned and intentional way, aiming at children's development in all aspects, including the physical aspect.

We understand that physical and motor aspects must be considered relevant in the work with small children, since it is through movement that children in early childhood education relate socially and find out about the world around them to reach full development. For this reason, we analyzed the application of a psychomotor activity in the context of the pandemic.

The brief pandemic context presented, with the application of a remote activity, showed that in early childhood education we can affirm that the ERT model did not completely play its role of a formative and education institution. Considering that the education main purpose is to broaden the

children's universe of knowledge, experiences and potentialities with teaching practices that contribute to the individuals' human development and mediating actions in the fields of socialization and criticism, the remote activity did not achieve its educational aim since there was no direct child/teacher mediation. Therefore, we restate that the direct mediation by the teacher is essential to the qualification of teaching practices in early childhood education. Such mediating action enables the teacher to expose students to the knowledge and help them appropriate this knowledge, creating possibilities for learning and development.

In the context presented, after analyzing the results, we noticed that ERT is not accessible to "all" since the study revealed that 50% of the children did not send a reply reporting the activity carried out, which suggests that they did not really accomplish the task. This is a matter of concern since body movement, interactions, and play time should permeate early childhood education practices. Among the activities carried out by the children, we noticed some progress related to the development of psychomotor elements. However, it was also evident that some aspects could not be observed since the videos were short and we could not verify whether the parents instructed the children properly about how to carry out the task.

Moreover, this study showed the daily recording (photos, videos, and observations) – as a teaching work instrument – a reflection tool for teachers, which allows them to reflect upon the organization of their practice, creating possibilities of evaluating the work planned.

Regarding the facts exposed, we can state that psychomotor activities play a highly relevant role in early childhood education since they enable children to develop several aspects other than their physical elements such as affective, psychological, and social, among others. However, we also advocated that teaching practices involving psychomotricity tend to provide greater learning and development when carried out onsite and with the teacher's direct mediation. In this way, the professional can interfere intentionally and help the children to acquire new scientific knowledge while promoting the development of their higher psychological functions, thus enhancing their human development.

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