INTRODUÇÃO

Many authors have discussed the theme of motor performance of applied children in physical education class. According to Teixeira et al. (2010), children who practice some sports or do some exercises have better motor performance conditions. For Haywood and Getchell (2004) as motor development is given a continuous and sequential process linked to chronological age, in which the individual progresses from a simple movement, without ability, to reach the point of the most complex and organized motor skills and thus arrive to the adjustment of those skills that will accompany you until you get older. Manoel (1988) believes that currently studies in this area seek to understand how the organism becomes more complex, ie, which process leads the individual to develop increasingly complex, consistent and flexible skills in human-environment interaction.

When discussing about the motor performance of the child we refer to understand their development process. To Gallañahue; Ozmun (2002) motor performance is related to the cognitive and affective areas of the child’s behavior, in other words, motor performance is influenced by the social and biological environment. The school is an environment that allows the development of the child through the act of playing, contributing strongly to the student’s learning.

Practicing physical activity in school is fundamental, since the Physical Education class arouses interest mainly of the child. Developed in a playful way, it induces the child to think differently and helps in the construction of knowledge. The school space is seen as a place of discovery is considered something new, and through that contact that the teacher should take to know what the child’s need (GAVA et al, 2010).

Silveira (2011) discusses the benefits of physical activity for the child, since there are innumerable advantages, the teacher should be each time committed to insert the practice of the activity in the Physical Education class within the school context. The games and jokes have come to be seen as a new look, giving a true value to this important teaching tool. According to Romanelli (2017) the benefits that the practice of physical activity provides for health and for better quality of life are well known. The author cites some of these benefits: it promotes the child’s growth; improves strong muscle articulation and motor development; establishes an appropriate weight and maintains flexibility; improves posture and stimulates self-esteem.

Motor development studies, according to Tani et al. (1988), tend to be considered as only studies of children, because motor development is a continuous and time-consuming process, and the most marked changes occur in the first years of life. Significant changes in the major areas of motor, intellectual, emotional, and affective development occur during this period when children meet in early childhood education. As the child grows, they undergo a process called development, which can be defined as the attainment or improvement of the functions performed by the individual. Motor development occurs through a continuous process of changes in the functioning level of the individual, acquiring, over time, a greater capacity to control movements. The fundamental motor skills, one of the stages of motor development, take place in the pre-school stage, where the first forms and combinations of movement arise, allowing the child to master his body and its locomotion in the environment.

In this way, the child’s motor development activities aim to develop the skills of running, jumping, pulling, swinging and among others. And physical ability (agility, dexterity, speed and reaction speed) and physical qualities (strength, localized muscular endurance, aerobic endurance and anaerobic resistance). (MATTOSS, 1999).

Therefore, the objective of this study is to analyze the motor performance of children in pre-primary education participating in physical education classes through the observation of teachers and the author.

METODOLOGIA

The methodology of this research was carried out in the private school of education, located in the city of Vitória. Motor performance tests were applied in children from the 2nd year to the 5th year of elementary school, with a variant of twenty one and nineteen students per class, totaling sixty-nine children of both sexes, aged between seven and ten years.

We applied tests to evaluate the motor performance of elementary school children who participate in physical education classes. These applied tests are related to overall motor, speed and balance. According to Batistella (2001) global motricity involves the realization of complex global movements, ie requires joint activity of muscle groups that performs voluntary movements a little complex.

Global motor abilities are characterized by involving the great musculature as the main basis of movement. In the performance of global motor skills, the accuracy of movement is not as important for the performance of the skill as in cases of fine motor skills. Although precision is not an important component in this task, perfect coordination in the realization of this movement is imperative to the skilful development of this task (MAGILL, 1984, p. 70).

In this way, Oliveira (2001) affirms that the global coordination leads the child to acquire the realization of several simultaneous movements. Therefore, the following tests for overall motor performance were developed:

7 YEARS - TURN 2nd YEAR - MANCO FOOT

With your eyes open, jump over a distance of 5 feet with left tuning, right bending at right angles to the knee, arms flapping along the body. After a rest of 30 seconds, the same exercise with the other leg. Errors: distance more than 50cm dalinha; touch the floor with the other leg; swing your arms. Attempts: two for each leg. Undetermined time.
8 YEARS - THIRD YEAR - JUMPING A HEIGHT OF 40 CM
With feet together: jump without pushing a height of 40cm. Material: two supports with an elastic tape attached at the ends of the same, height: 40cm. Errors: touching the elastic; fall (despite not having elastic tocadono); touch the floor with your hands. Attempts: three in total, being still should be positive.

9 YEARS - YEAR 4 - JUMPING ON THE AIR
Jump in the air, bend your knees to touch your heels with your hands. Mistakes: do not touch your heels. Attempts: three.

10 YEARS - TURMO 5º YEAR - FOOT FOOT WITH A BOX OF MATCHES
Knee flexed at right angles, arms relaxed along the body. A25cm of foot resting on the ground stands a matchbox. The child should take it by pushing it with the foot to the point 5 meters away. Errors: touching the floor (even once) with the other foot, exaggerated movements with the arms, the box exceeds by more than 50cm fixed; the box displacement. Attempts: three.

The tests applied in relation to balance, according to Rosa Neto (1996) is a primordial factor, since it is a different action of the upper limbs, being thus a crucial point to give sustenance to the body. The balance considered as the state of a body, when different and found forces acting on it compensate and cancel each other. From the biological point of view, the possibility of maintaining postures, positions and attitudes indicates the existence of equilibrium (BALBÉ, DIAS, SOUZA, 2009, p. 1).

7 YEARS - TURN 2ºANO - MAKE A FOUR
Keep on the left foot, the sole of the right foot resting on the inner face of the left knee, hands fixed on the thighs, eyes open. After a rest of 30 seconds, perform the same movement with the other leg. Mistakes: dropping a leg; lose balance; rise above points of feet. Duration: 15 seconds. Attempts: two for each leg.

8 YEARS - THIRD YEAR - BALCONY OF CHAMPIONS
Squatting, arms extended sideways, eyes closed, heels and feet together. Mistakes: fall; sit on your heels; touch the nightclub with his hands; slip on; lower your arms three times. Duration: 10 seconds. Attempts: three.

9 YEARS - YEAR 4 - BALANCE WITH THE FLEXED TRUNK
With open eyes, hands on the back, raise on the tips of feet and flex the trunk at right angles (straight legs). Mistakes: flex your legs more than twice; move from place to place; touch the floor with the heels. Duration: 10 seconds. Attempts: two.

10 YEARS - TURNO 5º YEAR - Equilibrium at the foot of the feet - eyes closed
Keep on tiptoe, eyes closed, arms along body, feet and legs together, figure no. 29. Errors: move from place to place; touch the floor with your heels; body (slight wobble is allowed). Duration: 15 seconds. Attempts: three.

PROOF OF RAPIDITY (6 to 11 YEARS)
Material: grid paper with 25 x 18 squares (1 cm side frame), black pencil nº 2 and stopwatch, figure nº 33. The checkered sheet is in the longitudinal direction. "Take the pencil, look at these squares, take a risk on each one as fast as you can." Take the risks, but only one risk in each square. The child takes olives with the hand he chooses (dominant hand). Time: 1 minute.

Data analysis is descriptive and graphs are used for better visualization. The Excel worksheet (2010) was used.

RESULTS AND DISCUSSION
In the applied tests it was noticed that of the 21 students enrolled in the class of the 2nd year of elementary school participated in the activity.

The second year students obtained a good result in the test of speed, and as far as the global motricity they use more the left side.

![Bar chart](image1.png)

**Figure 1:** For the test of speed, 13 (61.30%) students were able to be between and above the score and 8 (38.07%) students below the score.

![Bar chart](image2.png)

**Figure 2:** For the global motricity test, 9 students (42.15%) placed their right leg on the ground and 15 students (71.42%) placed their left leg on the ground.

![Bar chart](image3.png)

**Figure 3:** For the development of balance 11 students (52.38%) placed their right leg on the floor and 16 student (76.19%) placed their left leg on the floor.
In the applied test it was noticed that of the 19 students enrolled in the class of the 3rd year of elementary school participated in the activity. The students of the third year did not obtain a good result in the test of speed, which differs of the students of the second year, however as the global motricity of jumping obtained good score. As for the balance they did not obtain a good result.

In the applied test it was noticed that of the 15 students enrolled in the class of the 4th year of elementary school participated in the activity.

Fourth graders had a good test of speed, overall jumping and balance skills, showing that they were better than second and third year students.

In the applied test it was noticed that of the 19 students enrolled in the class of the 5th year of elementary school participated in the activity.

Fifth grade students achieved good balance, but the tests for speed and overall motor skills were below average.
The results pointed out are in agreement with France, Ferreira and Barrela, where the results showed that the children of the 3rd and 5th year of elementary school show less than expected motor development for the respective chronological ages for the skills evaluated.

The results observed in the present study corroborate the observation of delay in the development of fundamental motor skills found in other studies that evaluated children at this stage of schooling (Bonifacchi, 2004; Braga et al., 2009).

The physical education professional has a very important role to develop a mature pattern of the fundamental motor skills, since in this age group the children have the capacity to develop this stage (Gallahue, 2002)

CONCLUSION

During the accomplishment of this work, it was noticed how much the motor performance of the child is important to effect the participation in the classes of physical education. Physical activity when practiced since childhood promotes several benefits for the adult. Greco (2010) argues that the importance of physical activity for the child’s growth to adulthood is undeniable, since the practice of exercise contributes significantly to the improvement of physical fitness, in conjunction with the child’s developmental processes. It is important that from infancy the child goes through the process of running, walking, climbing and jumping. The rescue of this experience allows the child to be moving and consequently being inserted in the physical exercises.

Being tested in children of high social class, we could observe and test that there is little mastery of the body in physical education classes in children. Having them PE classes twice a week, but they do not match as they should positively.

Thus, I emphasize that children should be encouraged early to participate in games and games, as these activities can be a strategy to kick-start the practice of physical activity. All individuals and especially children need to do some physical activity for their development and body movement.

It is recommended that the physical education teacher, responsible for the individuals analyzed and parents, encourages the development of motor standards that are at the level and below expectations. For the child needs a variety of opportunities to express himself, to practice bodily activities of his infantile universe with proper instruction. The well-trained professional establishes the goals of teaching through the child’s perception, which manifests his emotions and feelings through movement. Looking for the best quality of movement control, the teacher always works according to the stage of motor development of the child, but if it does not stimulate it, the child will continue with motor failures.

REFERENCES


Bonifacchi P. Children with low motor ability have lower visual-motor integration ability but unaffected perceptual skills. Hum Mov Sci. 2004;23:157-68.


Gallahue, D. L.; Ozmun, J. C. Compreending o desenvolvimento motor: bebês, crianças, adolescentes e
DESEMPENHO MOTOR DE CRIANÇAS DO ENSINO FUNDAMENTAL PARTICIPANTES NAS AULAS DE EDUCAÇÃO FÍSICA

O desenvolvimento humano resulta de interações entre características do organismo e os diferentes contextos e tarefas aos quais o indivíduo está exposto. Durante os anos correspondentes à educação fundamental, as crianças normalmente se encontram na fase dos movimentos fundamentais, em que as principais mudanças ocorrem na forma de refinamento das habilidades motoras e da derегulação da motricidade. A pesquisa é qualitativa, sendo utilizada entrevistas com os professores das classes de Educação Física e observação dos alunos. O objetivo do estudo é analisar quem desempenho motor de crianças nas aulas de educação física e a cooperação entre os professores. Os resultados mostram que os professores de escolas de educação do ensino fundamental têm dificuldade em realizar os movimentos utilizados nas aulas de educação física. Conclusão: Os alunos de Educação Física de escolas de classe social alta da cidade de Vitória-ES têm dificuldade em realizar os movimentos utilizados nas aulas de educação física. Conclusão: Conclui-se que os alunos de Educação Física das escolas de classe alta têm pouca domínio do próprio corpo. Crianças com dificuldade de marcha e nos movimentos solicitados em aula.