INTRODUCTION

Nowadays society has undergone a series of modifications, among them it is possible to emphasize the sedentary already in the childhood and youth. Faced with this situation, students of different ages come to educational institutions, such as the sports schools taken by their parents, which seek to provide opportunities for their children to attend places or practice activities that promote a better quality of life for themselves. Consequently, it is noted that sports initiation has become a more frequent and frequent alternative (NUNES, 2014).

Due to the lack of adequate spaces for the development of sport activities and violence characteristic of the large centers, parents direct their children to integrated motor development programs, which are mostly based on the practice of a sports modality, such as programs of futsal practice (OSBORNE; DA SILVA; VOTRE, 2011). Being futsal is the most practiced sport in Brazil (ZARATIM, 2012).

With regard to students' acquisition of sports, the school plays an important role. The institutions that actually invest in education observe in school physical education a fast alternative of student interaction with the environment in which it is inserted, providing moments of social interaction. Solid proposals aimed at democratizing, humanizing and diversifying the pedagogical project of physical education teaching and procedures that seek to value and integrate the affective, cognitive and sociocultural dimensions of the students has become a significant reference in the educational context, especially when parents should choose the best school environment for their children (Tardif, 2002).

For researchers of the human movement, understanding the development of motor skills is one of the foundations of motor behavior, seeking to understand the first attempts of the human being to move in forms and directions, the action of jumping and running in the environment that lives, presenting itself as a challenging and motivating activity (MIYABAYASHI; PIMENTEL, 2011).

Movement is necessary for development, and physical or sports activity is recommended without reservation for children and adolescents, in this context, we believe that a project of sports initiation for students to integrate the diversity of motor development, aiming the students' knowledge about it of their capabilities and potentialities. In view of the above, will it be possible to compare the development of motor aspects in children practicing futsal in the city of Santa Inês-PB?

This work is justified because the present research is guided by the need to build fundamentals and theoretical and scientific subsidies on the relationship between psychomotricity and the proportional development of students, either in primary or secondary education, seeking to provide the integrated development of domains cognitive, affective-social and psychomotor, showing that through the practice of sports such as futsal and play activities, it is possible to favor a meaningful and contextualized teaching-learning process, in a broad and accurate view of the students. In addition, it presents the evolutionary process of students' psychomotor development, as well as attitudes and / or strategies that the educator must develop as an observer of that development and facilitator of the learning process. In this way, in working this dimension, it will bring academic gains that will culminate in benefits for the children, thus determining the justification of comparing the motor aspects of the futsal practitioners of the city of Santa Inês-PB.

The general objective of this study is to investigate the benefits that futsal practice provides for the motor development of 7 to 10 year-old children from the city of Santa Inês - PB and the specific objectives are to outline the socio-demographic profile of children practicing futsal city of Santa Inês - PB and to observe if the practice of futsal benefits the motor development of children from 7 to 10 years in valences (balance, laterality and temporal space).

MATERIAL AND METHODS

This is an experimental research with a quantitative approach. The population will be composed of futsal practitioners from the municipal and state schools of the city of Santa Inês - PB. Having a sample composed of 40 children aged 7 to 10 years of both sexes.

The inclusion criteria were: school children Municipal and state students practicing futsal between 7 and 10 years old and children attending futsal classes for more than six months with 75% attendance in class. And those of exclusion were: presenting a health problem preventing participation in the research.

For the instrument of data collection, the Psychomotor Evaluation Protocol used by Rosa Neto (2002) was used. A protocol of evaluation of three tests was applied: 1st balance test; 2nd test of laterality and 3rd test of temporal space.

The data were compared by descriptive statistics and used the Excel Software and the Statistical Package for the Social Sciences (SPSS).

The study was directed by resolution 510/2016 and approved by the Research Ethics Committee (CEP) of the Faculdades Integradas de Patos (FIP) with CAAE 02178818.0.0000.5181.
Three tests were carried out (Table 3) to evaluate the motor capacity of children practicing futsal. With ages ranging from 7 to 10 years. These tests were Equilibrium (90.0%) of the children performed and (10.0%) did not perform, Laterality (95.0%) of the children performed and (5.0%) did not perform and Time space where (%) of the children did and (20.0%) did not.

Mario, Ramalho and Filho (2013) emphasize motor development in childhood portrayed its benefit in three categories: stabilization, manipulation and locomotion.

According to Santos (2016) motor development represents a period in which young children are fully involved in exploration and motor skills, being a period of discovery and how to perform manipulative, stabilizing and locomotor movements, first in isolation and soon after combined where their goal is to accept the challenge of change in the continuous process and maintenance of motor control and motor competence in the course of life.

Gallahue and Ozmun (2005) report that motor development, especially in childhood, is directly related to motor learning, and thus, to the opportunity for the practice and purpose of the task.

In futsal the individual techniques employed during the practice of the game are fundamentally influenced by the components of balance, general coordination and temporal space coordination. Motor development occurs, therefore, by the influence of motor and environmental opportunities, which may facilitate the diversity of spontaneous or stimulated attitudes (SILVA, 2006).

CONCLUSION

It is concluded with the present study that the practice of futsal in childhood brings several benefits for the motor development of children in the age group of 7 to 10 years. The children responded positively to the tests in which they were submitted, it can be observed that they had an ability to perform all the tests, thus confirming that futsal is an excellent sport and that brings several advantages in this period of childhood benefiting so its motor development.

REFERÊNCIAS


El desarrollo motor, sea en cualquier deporte, debe ser trabajado en etapas y cada etapa, debe estimular en el alumno, el placer, el interés y convertirse en significante en la trayectoria deportiva del mismo. Para un buen desarrollo de la aceptación y el mejor aprendizaje de las actividades físicas, debe existir un programa relacionado con los intereses de los individuos que participan en esas actividades. Por consiguiente, este estudio visó a comparar los aspectos motores en niños practicantes del futsal de la ciudad de Santa Inês - PB. C'est une recherche expérimentale, avec une approche quantitative. Un test a été appliqué pour comparer les données sur les avantages des leçons de futsal en développement moteur. Les tests d'équilibre, de latéralité et d'espace temporel ont été utilisés, ainsi que le protocole d'évaluation psychomoteur. Software Excel et le protocole statistique pour l'analyse sociale (SPSS) ont été utilisés pour l'analyse des données. Trois tests ont été réalisés pour évaluer les capacités motrices des enfants de futsal. Ces tests correspondaient à l'équilibre (90,0%) des enfants et à l'absence de performance (10,0%), à la latéralité (95,0%) des enfants et à l'absence de performance (5,0%) et à l'espace-temps où (%) des enfants et 20,0% ne l'ont pas fait. Nous concluons avec la présente étude que la pratique du futsal dans l'enfance présente plusieurs avantages pour le développement moteur des enfants âgés de 7 à 10 ans, tous les enfants ayant les moyens d'effectuer les tests.


El desarrollo motor, sea en cualquier deporte, debe ser trabajado en etapas y cada etapa, debe estimular en el alumno, el placer, el interés y convertirse en significante en la trayectoria deportiva del mismo. Para un buen desarrollo de la aceptación y el mejor aprendizaje de las actividades físicas, debe existir un programa relacionado con los intereses de los individuos que participan en esas actividades. Portanto, esse estudo teve como objetivo comparar os aspectos motores em crianças de 7 a 10 anos praticantes do futsal da cidade de Santa Inês – PB. Se trata de uma investigação experimental, com abordagem quantitativa. Foi aplicado um teste para comparar dados sobre os benefícios das aulas de futsal no desenvolvimento motor. Foram utilizados os testes de equilíbrio, lateralidade e espaço temporal, como também foi aplicado o Protocolo de Avaliação Psicomotora. Para análise de dados foram utilizados o Software Excel e o Statistical Package for the Social Sciences (SPSS). Foram realizados 3 testes para avaliar a capacidade motora das crianças praticantes de futsal. Esses testes foram Equilíbrio (90,0%) das crianças realizaram e (10,0%) não realizaram, Lateralidade (95,0%) das crianças realizaram e (5,0%) não realizaram e Espaço temporal onde (80,0%) das crianças realizaram e (20,0%) não realizaram. Conclui-se com o presente estudo, que a prática de futsal na infância traz vários benefícios para o desenvolvimento motor de crianças na faixa etária de 7 a 10 anos, uma vez que todas as crianças tiveram facilidades em realizar os testes.