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THE IMPORTANCE OF THE PSYCHOMOTRICITY DEVELOPMENT IN THE LIFE CYCLE

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Abstract. In the literature, psychomotor skills are considered as a complex function, an aptitude that integrates both aspects of motor activity and manifestations of perceptual functions. The evolution of the psychomotor behaviors of each individual develops depending on his aptitude, the degree of physical and intellectual development and the educational influences to which he was subjected throughout childhood.

Psychomotor skills, as a complex function that determines the regulation of human behavior, include the participation of various processes and psychic functions that ensure both the reception of information and the proper execution of motor response acts. Psychomotor skills make possible pragmatic adaptation (learning professional, manual, intellectual techniques), social adaptation (ways of interpersonal communication), aesthetic adaptation (body expression techniques), educational adaptation, through its basic components.

Keywords: psychomotricity, development, behavior, child, movement.

Introduction. From the multitude of aspects and mental manifestations of students in physical education and sports activities, the study of motor behavior is very important because in bodily activities the motor side predominates. Motor reactions elaborate responses to certain stimuli. It is therefore natural that the whole effect of the educational instruction process depends to some extent on the personality structure in which psychomotor skills have an important place.

The purpose of the research consists in highlighting the role of developing / educating psychomotor skills in the life cycle, to find out the current state of this field and its connection with physical education and sports, but also to know the concepts used in the topic.

Objective of the research: Studying the specialized theory regarding the development of psychomotor skills in children and the connection with the field of physical education.

Research methodology: analysis and generalization of specialized literature data, study of working documentation, pedagogical observation.

De Meur, referring to psychomotor skills, highlighted the existence of relationships between motor skills, intellect and affectivity [3]. Lapierre, considered that the notion of psychomotor skills is too broad to fit into a precise definition. "Psychology demonstrates that the motor act is the basis of the organization of knowledge and learning, determining, in a considerable proportion, the mental organization of the person...", says C. Păunescu [11, p.65].

In Romania, the one who dealt for the first time with this aspect of psychomotor skills was M. Epuran who defined psychomotor skills as: "the expression of maturation and integration of motor and mental functions at the level required by the good functional integration of the individual in the environment" [4, p. 7].

Another definition was given by P. Arcan: "psychomotority is a complex function that

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integrates and combines motor and mental aspects, elements that will influence a person's behavior" ^[2], p. 6]. The movement does not thus become a simple movement of the body segments, it involves an action carried out with a certain purpose.

In this way, the study of psychomotor skills has a decisive role in organizing the instructive-educational-recovery process for all ages and types of people.

According to Rene Zazzo, psychomotor education is a basic education in elementary school because it determines the whole school learning process. This learning process cannot be effective "if the child does not have the consciousness of his body, does not know his laterality, can not be in space, is not master of time and has not gained sufficient coordination and stability of his gestures and movements" [19, p. 12].

Definition of psychomotor skills according to dexonline.ro: *psihomotricitáte* s. F. Integration of motor and psychic functions, as an effect of education and development of the nervous system. (<fr. psychomotricité) [7].

Psychomotricity is a complex function that integrates and combines motor and mental elements that determine the regulation individual behavior. including participation of various processes and mental functions, ensuring the proper execution of response to various situations, stimulus. Motricity as a functional substructure of psychomotority is the global name of the muscular reactions through which the movement of the body or its various components is achieved. This quality of movements and especially of some gestures is determined by the way the information is received and interpreted, as well as by the quality of the response act which is influenced not only by motor factors, but also by cognitive, affective, motivational volitional factors. It is a complex act, which combines motor and psychic abilities in performing the action, and this act is called a psychomotor act.

The directions of development of psychometricity are manifested in three directions: the relationship with oneself, the relationship with the people around them, the relationship with the environment.

- *Self-relationship* involves adopting a balanced attitude towards oneself. Mood and body posture are essential in this relationship.
- Relationships with people around you are essential for the development of the body ego. It develops only through the presence of a partner with whom the child has permanent relationships and who provides security. This person is represented by the mother who constantly takes care of the child and who plays with him, through this the child discovers his sensory-motor skills.
- The relationship with the environment is initially realized also with the help of the mother who gives the child the opportunity to study the outside world and the objects around him.

Movement is one of the essential manifestations of life. This is done by the locomotor system in close connection with the central nervous system and the peripheral nervous system. In this complex mechanism, the analyzers effectively adapt the body to the permanent changes of the external and internal environment. The nervous system, based on the information received from the external and internal environment, processes and then issues commands, which through the efferent nerve fibers and through the motor plates, reach the muscles, thus producing the motor act.

Among the means available to the being to relate to the environment, the movement is the one that has obtained a special effectiveness and preponderance so that its effects could be labeled as the exclusive discipline of psychology.

Indeed, the movement begins right from the fetal period. In ontogenesis, functions appear with the development of the corresponding tissues and organs, before they can be justified by functioning. Only around the fourth month of pregnancy, the mother

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perceives the first active movements of the child. Psychomotor development evolves after birth progressively, in close connection with neuromotor maturation and educational training.

The development of psychomotor skills in children has several determining characteristics because they are the basis for testing the level and quality of development at a given time. These features are as follows:

- the development of psychomotor skills registers qualitative leaps, based on quantitative accumulations; new forms of behavior are always superior to previous ones;
- the new qualities do not abolish the previous ones, but include them through successive restructurings;
- the development of psychomotor skills occurs gradually, in distinct stages, with characteristics specific to each age;
- transformations in the field of psychomotor skills are continuous and imperceptible at short intervals.

Often psychomotor development is not at the level of different processes and characteristics, at various stages of age, some with their own rhythms of development.

To measure the level of psychomotor development, different methods and tests are used, such as: Brunet-Lezine scale, Buhler and Hetzer test, Gessel scale, first psychomotor development scale, Scholl test etc.

Given the psychomotor development, we can conclude that it takes place throughout life, going through a series of stages and stages that we will briefly present in the following lines through the concepts of famous researchers in the field.

The cycles of life in the conception of U. Schiopu and E. Verza [17]

- 1) The growth and development cycle of the first 20/24 years of life. This cycle has 3 stages:
- a) childhood with the following substances: infant period from 0-1 year; preschool period 1-3 years; preschool period 3

- 6/7 years; school period, small 6/7 10/11 years.
- b) puberty or middle school period from 10 / 11-14 / 15 years;
- c) adolescence with two substances: adolescence itself 14 / 15-20 years; prolonged adolescence 20-24 years.
- 2) Adult cycle up to 65 years of age and has the following stages:
 - a) youth 25-35 years old;
- b) Adult age with three substages: early adulthood 35-44 years; average adult age 45-55 years old; late adulthood 55-65 years.
- 3) The old-age cycle, from 65 years to death, which has two stages:
 - a) transition period 66-70 years;
- b) old-age three substations: the age of the first aged 70-80 years; the period of the second aged 80-90 years; old age, over 90 years old.

In this article we will detail only the small school period (6/7 - 10/11 years) and puberty/middle school period (10/11 - 14/15 years)

Little School Time (6/7 - 10/11 years)

To cope with the demands of school without getting tired, the child must be healthy and well developed physically. At this age the skeletal and muscular systems are developing. The development of the muscles of the hand is of great importance for the formation of the skill of writing. The teacher must monitor the children's position in the bench because incorrect positions (with the chest pressed against the bench or the back crooked) can lead to chest deformities or spinal movements [18, p. 70]. Too heavy a backpack can have the same consequences. Children aged 7-8 are sensitive, get tired easily, get sick quite often.

For most children, their favorite activity remains play. The most important activity becomes learning. Some children, especially those who have shown interest in school activities since kindergarten, adapt more easily to the new situation. Some of those who did not attend kindergarten find it very difficult to adapt to school. Psychological research has shown that if the teacher over-insists on

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discipline, children find it harder to adapt to school, become nervous and get tired easily [18, p. 71].

Many children are very excited when they are enrolled in school. In the first days they go to school with pleasure, they want to learn to read and write as soon as possible. They are very happy and proud when they receive their first homework. But in a few weeks the enthusiasm is gone and many children no longer enjoy going to school. In many cases, the rapid deterioration of motivation is due to the fact that "the student is the one who has to adapt to the school, when in fact the school should be adapted to the student. This reversed situation traumatizes the child throughout his schooling and especially during the first year of school. (H. I. Hass, after Stoiciu, [16, p. 30]).

The period of the middle school child (10/11 - 14/15 years)

Between 10 - 12 years the child is in the prepubertal period, and between 12-14 years in the actual puberty period [17, p. 203]. During this period, profound somatic, psychological and social transformations take place.

At this stage the growth is rapid, but not proportional in all body segments. The increase in height is faster. The limbs become long and thin, the gestures and gait become clumsy. In girls, sexual maturation begins between 10-11 years and in boys around 12 years.

Body changes are associated with physiological disorders that educators must take into account. Due to physiological changes at this age, children become easily tired both physically and mentally. Sometimes they have headaches. In emotional situations they sweat, blush or fade. Body changes also influence emotional mood. Some children become emotionally unstable, oscillating between moments of vivacity, childish exuberance, respectively fatigue, apathy, inattention or anxiety, insecurity, irritability. Many children are very concerned about body changes: obesity, acne, clumsiness in movements, voice changes, the tendency to blush. Because of these changes, they may become tense or feel inferior.

At the beginning of puberty, the favorite activity is the game: games with rules (playing cards, chess), computer games. These games develop attention, thinking, imagination. Sports games, in addition to their beneficial effects on physical development, develop the will sociability, cooperation with play partners. At this age, the interest in fun activities increases a lot: movies, dancing, music, excursions.

Raising and developing the child. Somatic aspects

The psychomotor education of the child must be understood and approached in all its complexity, and the awareness of the body, in relation to its segments, as well as their positioning in space.

It must be registered as a permanent concern, as a result of the consensual participation between the psychic approach and that of the motor completion. The issue of the child's psychomotor development must be followed by any approach and aim at the child's ability to form an image as accurate as possible on their own body, differentiated on the head, trunk and limbs.

Psychomotor skills give the child a gesture, body awareness, place him in time and space, provide him with the ability to direct his movements to relate to himself and the environment.

The complex function of psychomotor skills is highlighted both by the skills they see and by the possibilities of adapting behavior to different situations. Psychomotor skills through the means of action ensure the child the ability to control his body, to improve his physical and mental balance, to amplify useful connections with objects and connections with another individual. The complexity of the physical and mental aspects included in the sphere of motor skills also reveals some disturbances that can appear in the normal child developed under somatic report. In these children

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effectiveness of deadly behaviors may be below the generally accepted level or appear as inappropriate behavior to compound tasks.

The objectives of psychomotor skills General objectives:

- Knowledge and understanding of the constituent elements of psychomotor skills;
- Knowledge of the tools through which one can act;
- Mastering the basic behaviors of psychomotor skills in order to obtain an adequate reaction;
- Early identification of psychomotor delays to guide the education process towards their disappearance.

Particular objectives:

- Development of kinesthesia;
- Improving the ability to move towards precise adaptation to the demands and control of the body;
- Evaluating the psychomotor potential by assessing the relationship between biological and chronological age;
- Development of basic motor skills and abilities and utility application;
 - Development of motor qualities.

Basic principles of growth and development processes

These aspects have been studied by many authors.

- Gh. Tănăsescu highlights five principles that underlie the growth and development processes:
- 1. The growth rate gradually decreases, being lower as the child grows.
- 2. The growth rate is uneven, the periods of slow growth alternating with those in which the evolution is slower. The first three years of life are characterized by intense growth, followed by a period of slow growth lasting up to 10-11 years. In the pubertal stage the growth is intense, but after the age of 14-15 years it becomes slower, stopping approximately around the age of 18-19 years;
- 3. The rhythm of growth and development of different organs and tissues is special for the same period of time. Growth is

uneven, some organs have a rapid development (the brain), while others evolve slowly (the muscular system);

- 4. The development of organs and systems is done in conditions of interdependence. There is a direct relationship between the development of the osteo-muscular and muscular system or between the development of the brain and that of the analyzers;
- 5. The two sexes show a different development. At birth, girls have lower waist and weight values than boys. Puberty occurs faster in girls, but the values they reach (especially height) are lower than boys.
- M. Ifrim presents the following five laws of growth [8].
- 1. The law of unequal and asymmetric growth of organs. Each organ presents periods in which growth is increased, followed by moments of slow involution. Between the two halves of the body there are differences in the size of the segments and the disposition of the organs.
- 2. Growth and development are different for different organs that retain their own evolutionary dynamics, structural differentiation and functional maturation.
- 3. The law of proportions is closely related to the different rhythm of growth, which leads to a change of proportions between the parties.
- 4. The alternation law set forth by Godin highlights the existence of a alternanțe between bone growth in length and thickness, between the growth of the extremities and the proximal, between the increased upper and lower limbs. Until the age of 20, the body goes through three periods of weight gain and three stages of growth in length.
- 5. The law of Pubertare maturation, the evolution of puberty begins at the time of entry into action of the glands and is carried out differently according to sex. It is a restrictive law that does not follow the whole evolution, because gender differences still occur from birth.

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J.J. Guillarme establishes two laws of psihomotrice evolution represented by differentiation and variability [6].

Differentiation has been manifested since the first months of life. Initially the child's movements are chaotic, with the appearance of general downloads.

Gradually these downloads become localized to a particular segment, so the movements will be oriented in a certain direction and adapted to the purpose.

Variability implies the uneven development of psychomotricity over time. There are times when psychomotricity evolves rapidly and stages where progression is slow. The evolution of psychomotricity is closely related to the development of the osteoarticular system, a phenomenon that follows four laws:

- Ollier's formula ossification and growth of bones vary from one segment to another. Epiphys that ossify at the latest are placed close to the knee and far from the elbow;
- Godin's alternation law skeletal growths occur at 6-month intervals. The increase in length alternates with the increase in thickness;
- Delpech's law when diarthargy cartilages transmit low pressure, the neighboring conjugation cartilage enters activity and vice versa.

The movement favors the development of the osteoarticular system. The increase in length and thickness of the bones is stimulated by the functional excitement of the muscles.

Factors conducive to psychomotor development: learning, nervous maturation, driving experience and driving.

Nervous maturation. At birth, voluntary movements are impossible because cortical structures are at an early stage of maturation. The pyramidal beams are slightly differentiated and myelinated. In humans, a state of inferiority originates from the complex structure of the nervous system.

Only adults after the age of 18-20 reach adult performance.

Learning. In many countries programs have been developed to stimulate the development of young children. Within them the child is offered the opportunity to acquire new knowledge and skills. The child is stimulated with the help of toys by putting him in various situations by performing various physical exercises. In this regard, the child is incited to a permanent, spontaneous or guided activity. The incentives offered to the child must be age-matched and new. Avoid difficult games and difficult exercises that cause failure. Requests will be enriched progressively as the child gets the expected result.

The experience. Two theories have been developed starting from the idea of the experience:

According to some authors [13, 15], the organization of psychomotricity starts from personal experience. Through the exercise a number of elements of morality are developed that will be integrated into the overall coordination. Thus, a certain overall position scheme is structured, in which the position of a body segment is well defined.

According to the second theory, experience determines the learning of new motor schemes starting from the basics. Progressively the child will build a series of complex schemes that will allow the movement to be adapted to the proposed goal.

Components of Psychomotricity

The sphere of psychomotricity is very broad and has a particularly rich and varied content. The human body is a unit in which the psyche and the somatic are in a relationship of interdependence. Knowledge of one's own body lies at the basis of the knowledge of one's identity.

According to M. Epuran [5], the components of psychomotricity are:

- a) Body scheme;
- b) Segmental and general dynamic coordination;
 - c) Laterality;

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- d) Static coordination balance;
- e) Perceptive-motor coordination (perception of space, rhythm and movements);
 - f) Speed of movement;
- g) Ideomotricity as a dynamic synthesis of body pattern and perceptual-motor coordination with motor task.
- E.A. Fleishman (quoted by Epuran, [5]) gives the following dimensions of psychomotricity:
- a) Precision of control, ability to perform adequate movements, putting into action important muscle groups.
- b) plurisegmental coordination, ie the possibility of combining the action of several body segments;
- c) Choosing the answer, selecting the desired answer;
 - d) Simple and fast reaction time;
- e) Speed of movement, especially of the arms:
- f) The ability to evaluate the speed of movement of an object;
- g) Manual dexterity, handling of very small objects;
- h) Stability of the arm and hand during an exercise:
- i) Tapping, ie the possibility of rapid and accurate execution of wrist movements;
- j) The ability to perform a particular ocular-manual adjustment by aiming.
- L. Picq and P. Vayer realized the most schematic structure of the motor function [14]. They distinguish three types of activity in children:
 - a) Base motors:
 - b) Neuromotors.
- c) Conduct and perceptual-motor structures.
- 1. The basic motor conductors are more or less instinctive and comprise:
 - a) Oculo-motor coordination;
 - b) Static and dynamic balance;
 - c) General Dynamic Coordination.
- 2. Neuromotric conducts are closely related to the maturation of the nervous

system and include: proprioceptiveness and muscle tone.

- 3. Perceptual-motor structures and behaviors are related to intelligence and include:
 - d) Body scheme;
 - e) Laterality;
 - f) Tempo-spatial orientation.

A. Lapierre and B. Acouturier consider that any individual living in a situation, however simple, receives from it a multitude of sensations from the objects and from the individuals that surround him and from himself only a part of these sensations reach the threshold of consciousness and become perceptions. A situation becomes educative only when the interest of the child is polarized towards a precise perception which does not correspond only to a given need, but can be analyzed, organized, memorized and can acquire (through a process of concordance of opposition with other perceptions of the same order) a general value. Certain perceptions must be privileged or isolated from the spontaneous child or at the request of the educator [9].

According to different authors, a perception is spontaneously privileged when it is in opposition to a perception of the same order and the opposite meaning that succeeds or precedes it. If the discovery process is for opposition, generalization is instead only possible for similitude. Among the notions of contrast, the most important general and versatile are:

- A. The notion of intensity, related to the force of the received stimuli;
 - B. Spatial orientation and its components:
 - 1. Spatial structure;
 - 2. Direction;
 - 3. Situation;
 - 4. Orientation;
 - 5. Speed;
 - 6. Size.
- C. Relationships with self and others. On the other hand, the notions of variability, progressivity and regression come from the

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analysis that discovers between extreme contrasts and intermediate values.

Base motor leads are closely related to unconditional reflexes. In this category are found:

Eye - motor coordination is a complex coordination that occurs between sensory and motor fields. The more correct term would be sensory - motor coordination.

Static and dynamic balance

The sense of balance is complex and allows the assessment of the position of body segments and the position of the body in space. Balance increases most in the first year of life and improves further.

- M. Epuran [4] distinguishes three categories of sensations:
- The verticality feeling that provides information related to the position of the body segments in relation to the vertical;
- The sensation of rectilinear motion that occurs at the beginning and end of an action;
- The feeling of rotation that shows the conditions of execution with different speeds.

Static equilibrium and postural control. The posture of a person is an element of individualisation, but there is a proper pattern that is determined by the body dimensions and the development of the osteo-articular system. Body posture is also greatly influenced by the organization and maturation of the nervous system.

"Static equilibrium is achieved by the contraction of the trunk muscle groups, influenced by the position of the head and involves a coordinated intervention of the vestibular system, proprioceptive sensitivity and visual analyzer. The vestibular system gathers information about the position of the body it sends to the cerebral cortex. At the same time, the extra-pyramidal system controls muscle contraction, and the visual analyzer perceives changes in body segment positions" [4].

Static equilibrium and postural control gradually develop with the development and improvement of the nervous system.

Dynamic balance. Locomotion is the ability to move from one place to another while maintaining contact with the ground.

"In making the walk, the pyramidal pathway, the extrapiramidal system, the vestibular system, the proprioceptive sensitivity and the muscular system. Myelination of the pyramidal beam is completed only around the age of 2 years. The vestibulo-cerebellum system of balance and motor coordination matures after the age of 2 years. This gap explains the small child's walking patterns" ^[4].

The four stages of the walk are represented by: elan, oscillation, reception and unilateral support.

Dynamics of movements

T. Sbenghe understands by coordinating "combining the activity of a number of muscles in a smooth, continuous, smooth running pattern, executed under normal conditions" ^{[4}]. In order for the movement to be adapted to a purpose, it must be carried out harmoniously, both in time and in space.

In Gh Pendefunda's vision, coordinated movement calls for the association of motor and sensory factors. From the level of muscles start proprioceptive excitations that reach the cerebral cortex on the path of deep, conscious and unconscious sensitivity. At the level of the bark analyzer, the information is processed, triggering the motion through a conditioned reflex mechanism. Beyond these pathways, the vestibular system and the visual analyzer also intervene [12].

Coordination of the movements develops gradually, once the child grows up, through permanent repetitions. By exercising the movements become gradually precise and automatic. In adults, motion patterns are stored in the form of an engraft.

For J. Epstein coordination is the association of upper and lower limb movements. This association is essential to the development of the basic motor skills.

Neuromotric conduits

The study of the movement is carried out during the motor action, namely from the

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stimulation of the cortical-motor pyramidal neuron to the realization of the muscle contraction, which causes the movement of the body segments. This category includes muscle **tone and proprioceptive sensations.**

Muscle tone is defined by Gh. Pendefunda as "the half-mood in which a muscle is at rest [12].

As for muscle tone we can talk about:

- *Resting tone* can be defined as the mild muscle contraction, occurring in inactivity. It occurs in all kinetic and postural activities, although it manifests itself especially during rape;
- *Posture tone* is the muscle contraction required to maintain the body's position in space. Body attitude refers to the position of the different body segments and their relationship to the environment;
- The tone of action accompanies the voluntary movement by providing the necessary support for its constant progression and appropriate dosing. It depends on the degree of excitability represented by the lowest intensity of an excitation that causes the occurrence of a muscle contraction.

Proprioceptive sensations

Mio-arthro-kinetic sensitivity is the sense of attitudes and movement of different body segments.

The kinesthetic sense informs the bark about:

- Position of parts of the body, through kinestetic sense, a person has permanent control of the position of the body. This control is essential in the case of complex motor acts;
- The mobility of body segments increases with age and is influenced by driving experience and training.
- Resistance encountered in motion, is the resistance to be defeated during the achievement of the driving force.

Perceptual-motor structures and behaviors

These structures are developed and perfected through education, being in close

contact with the development of intelligence. Within these structures we can talk about:

The body scheme is represented by the image each person has about their own body. This is a complex image that allows an appreciation of the existing relationship between body segments and body relationships with the environment. In this respect P. Arcan introduces two elements: the self image - the mental representation of one's own body and self-perception - knowledge of the body in relation to the environment [2].

- M. Bruchon-Schweitzer identifies two types of perceptions of his own body:
- The first type refers to the physical and spatial characteristics of the body, being called spatial image;
- -The second type includes perceptions, representations drawn from their own body

Laterality

S. Mănescu believes that man faces the environment with the side and not with the front. There is a functional asymmetry (laterality) in close connection with the dominant function of a cerebral hemisphere ^[10]].

The human body has a morphological asymmetry and a functional one. Morphological asymmetry refers to the distribution of internal organs, which is different in the right and left hemicorp. Functional asymmetry (laterality) involves the use of a particular eye, superior member and inferior member.

Laterality has been classified based on its nature, intensity and homogeneity. Depending on *nature*, laterality may be normal or pathological. The normal one depends on the location of the cerebral command (in the right or left hemisphere), and the pathological one is manifested in the situation of the responsible hemisphere [11].

Intensity manifests in the form of a strong or slightly contoured lateral. Under strong lateral conditions the person uses predominantly an eye, a superior or inferior member. People who use both parts of the body equally have a slightly contoured side.

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After *homogeneity*, the laterality may be homogeneous, inhomogeneous and contradictory.

Homogeneity occurs when the individual is left-handed or right-handed to the eye, hand and foot.

In his paper, *Psychology of Physical Education*, M. Epuran [5] formulates the objective of physical education and sport, showing that: psychomotor development includes:

- a) Developing motor skills such as speed, strength, strength, skill, flexibility;
- b) The development of China (complex perception of the movement);
- c) Developing motor skills and abilities (walking, running, jumping, throwing, climb, push, traction, etc.);
- d) Development of the working capacity of the body and adaptation to the movement burden (mastery of the body, control of the environment).

Psychomotricity occurs both as an aptitude and as a complex function of regulating individual behavior. We can say that it includes the participation of different psychic processes and functions that ensure both the reception of information and the proper execution of the response act.

C. Albu [1], in his reference work, Psychomotricity, cites A.D. Meur, who claims that the study of psychomotricity goes through four major stages.

In the first phase, the research was focused on the issue of motor development. According to A. De Meur [3], the motor function, intellectual and affective development are intimately linked to the child.

Psychomotric thinking can be synthesized as follows:

- a) Movements are closely related to the spirit and involve personality altogether.
- b) The psychic is closely linked to the movements that condition development.

This picture of psychomotricity can also be complemented by the opinion of R. Zazzo [19], who considers that: educating motricity

means preparing the child for professional tasks, but at the same time it means improving physical and mental balance, giving gradual mastery on his body, multiply effective relationships with things and harmonious relationships with another individual. The attempt to recuperate man in a global sense has polarized the interest in psychomotricity in both psychology and pedagogy, neuropsychology and psychoanalysis.

Psychomotor development can, in a more complete and refined consciousness or knowledge of one's own body, in a major, dynamic, general and segmental coordination (and in particular ocular-manual coordination), in a tonic inhibition capacity -motor and respiratory control, the establishment of a safe domination, the acquisition of orientation, spatial organization, and the right spatial-temporal structure, in a more and more social adaptation.

A. In terms of motility (motor skills) we can distinguish a first period of spontaneous motility or the age of grace (3 - 5 years), a second of organized motility (5 - 7 years), in which, under the impulse of education, grace gives way to force, precision, economy and speed of gesture, a third period of organizing voluntary activity (7 - 12 years): characterized by the refinement of harmonization between strength and correctness of movement, the child moves more intentionally and, therefore, in increasingly rigid and conventional forms, as the long spatio-temporal constraint treated in school and at home is the least perceptible, but the heaviest educational constraint already learned. He learns to stop the gesture as well as the feelings, to use his body only in a finalistic and uncommunicative sense. So, when the movement is internalized and becomes an intelligent activity, it is perfect.

B. Even in terms of intellectual and emotional development, the periods of imitative practices are subdivided: - in the stage of intuitive intelligence (from 2 to 7 years); - in the stage of concrete intelligence (from 7 to 12 years old). In the first stage, if the "imitation"

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that has become reflective builds the accommodative pole of the development of representation, the game in it is the assimilative pole, the reality comes projected and deformed according to its own liking, in imitative and imaginative games, which serve needs satisfy the of expansion, to compensation and liquidation of unpleasant situations. Among other things, the same characterized egocentrism, thought, by syncretism, animism, finality is preserved for all this stage of irreversible characters.

C. Finally, in terms of the development of social behavior, aggression at the age of 2-4 years tends to be a fairly stable feature and although independent, of first frequency and intense is even the antagonism between colleagues. With advancing age, children are increasingly adopting the behaviors prevalent in today's culture. Preschool friendships are casual, unstable and fleeting, while at school age, the child's close friends are probably "his most important social knowledge". Also from 7 to 12 years begins the phenomenon of unformed and labile parts, that are structured from 10 to 16 years. At the level of imitative practices it is, therefore, a clear subdivision between a first period in which the child exercises his capacity of representation through symbolic functions, begins his socialization, but the half-logical thought and the activity related to the game allow them to move freely and original in the world of adults. A second period in which the child applies his capacity for internalization, the action on the surrounding reality and his egocentric point of view counts, sinking with a certain certainty into a now objective universe. The separation of these two periods is confirmed by the fact that the intellectualization of movement

correlates with mental development only up to 7 years, as a result, it is detached from the other human aspects of intelligence, obviously mediated by language.

Research results: After studying the literature on the concept of psychomotor skills, it is obvious the determining role of psychomotor education in organizing a good instructional-educational-recovery process for all ages and types of people.

In order to have the desired results, the specialist must have information on the education of psychomotor skills, which to apply properly, while being aware of the child.

The accomplishment of any adequate motor act implies not only execution and reception, but also information processing, under the control and domination of the psyche, implying, therefore, the participation of the complex function called psychomotor skills. It has a great significance in the voluntary regulation of actions and has as component elements: body scheme, laterality, basic motor behaviors, organization, orientation and spatiotemporal structure, perception and representation of movement.

Psychomotor skills are one of the forms of adaptation to the outside world that allows the preschool child to carry out both an exploratory and an intellectual activity, getting involved with his entire personality.

Conclusions and recommendations: The investigative approach focused on knowing the concept of psychomotor skills and highlighting its importance in everyone's life. Teachers who are concerned with the education and training of the child must know the characteristics of development and the structure of psychomotor skills with all its components, for a good instructive-educational approach.

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