

Application of Psychomotricity to the 2015 Revised Compulsory Basic Curriculum for Special School

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Abstract

Background/Objectives: The purpose of this research is to analyze the relationship of the basic curriculum and to find the positive psychomotor applications in the education system. **Methods/Statistical Analysis:** The purpose of this report was to identify the possibility of psychomotor application to the curriculum by analyzing the content based on basic curriculum and the concept of psychomotricity. In order to achieve this goal, the author limited to and analyzed documents related to physical education curriculum and psychomotricity among the basic curricula published by the Ministry of Education and Science Technology. **Findings:** Health, Similar to the contents of body schema's body boundary and body image in the somatic process of psychomotricity. Challenge, Material in children's developmental process utilizes creativity and tools, and through such play activities the property and principle of matter are grasped. This becomes an important factor in enhancement of sociality and spirit of challenge in cooperative play with children. Competition, Social experience from competition, cooperation, and alliance with friends through play, understanding of each other, feeling the emotions of victory and defeat in competition, and building of conflicting interests becomes an important factor in development of sociality. Expression, Expression becomes an important factor in development of self-identity in activities where one's physical and emotions from physical, material, and social experiences in psychomotricity are expressed. Safety, Safety becomes an important factor in development of respect for life by understanding one's body and others through physical and mental development, and recognizing environmental changes. **Application/Improvement:** By analyzing psychomotricity in basic curriculum "physical education" has found out following results includes 5 different areas which suggest a correlation with psychomotricity.

Keywords: Curriculum, Physical Education, Psychomotricity, Special School

1. Introduction

Education allows human beings to develop possibility and potential, and helps them to find their identities, which is the most significant role of school education. However, the actual priority of education is focused on studying itself in the Korean public school. Therefore, students are burdened by something heavy and suffering from self-realizing¹.

Teachers also have difficulties running their classes and giving instructions due to the lack of opportunities at school and this causes students to lose their identities and to be isolated from the school activities along with their friends².

Therefore, education has to support the holistic development throughout every aspect to develop their entire human resources³.

Especially, one of main goals of education for disabled students requires some criteria such as potentials and abilities by defining their special learning conditions⁴.

Unfortunately, the education for those students are organized in the system that separates 'head - thoughts' from 'body - feeling and acting', and this is because of the tendency that people recognize development of their children as their civilization¹.

The basic curriculum emphasizes diverse physical activities, playing, expression and movement to improve fundamental abilities and daily learning attitudes that

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may be required in their lives or jobs with self-identity and confidence. The term, 'physical' or 'movement', is an often used word in the education program in Korea from kindergarten to high school⁵.

Psychomotricity based on the movement of the body leads to a stable state for students as they express negative unconscious self-recognition and dissatisfaction by moving their bodies in an active way. Psychomotricity helps students to have the sound emotion that improves not only the positive concepts of ego but also their communication, social, mental and physical development through their self-expression⁶.

The school education needs to remove the dualism – recognizing the head and body separate and find appropriate methods to connect the concepts of movement and learning. The purpose of this research is to analyze the relationship of the basic curriculum and to find the positive psychomotor applications in the education system.

2. Methods

The purpose of this report was to identify the possibility of psychomotor application to the curriculum by analyzing the content based on basic curriculum and the concept of psychomotricity. In order to achieve this goal, the author limited to and analyzed documents related to physical education curriculum and psychomotricity among the basic curricula published by the Ministry of Education and Science Technology. Two instructors and four experts in the field of psychomotricity were inter-

viewed to verify the correlation between basic curriculum and psychomotricity.

The procedures of this report analysis are as follows.

Firstly, Suggest the educational meaning of psychomotricity

Secondly, Analyze the properties of basic curriculum

Thirdly, Analyze the correlation between basic curriculum and psychomotricity

2.1 Fundamental Concept of Psychomotricity

Psychomotricity is holistic and humanistic. Fit for child development, psychomotricity is defined as a suitable physical activity. In contrast to fault-centric approach where only the children's merits, achievements, faults, and abnormal behaviors are observed, thereby allowing their desires to be easily overlooked, individualized experience-centric play activity is a physical activity that brings humanistic development by allowing children to act freely and express themselves⁷.

In other words, it is experiencing body - the body as oneself, a body that one possesses but also is oneself at the same time – in various ways. Sensory motor experience of the body takes place through various bodily, material, and social experiences⁶.

Such experiences emphasize the development of ability to perform with a sense of ownership and confidence when interacting with one's environment, material world, and even with other individuals. Ultimately, it consists

Table 1. Fundamental content of psychomotricity⁸

Section	Core concept	Contents
Physical experience	Body schema, Self-image, Body expression, Challenge, Health promotion	Through activity of daily life, people recognize own body, experience body function and get ability to control body with movement. Mainly, it contains the study about body schema, self-image and concept of body with movement and activity of perception.
Experience of material	Surrounding space, investigation of object, transformation, safety, challenge, adjustment	Getting function of surrounding object, recognizing attribute of each different objects and providing a circumstance of learning which recognizes its relation and possibility of application. As providing various objects to children and giving opportunity them to experience those, they adopt following nature of the objects or have experiences to adjust or control the objects by themselves
Social experience	Communication, Cooperation, Competition, Rule	People experience amicable relationship with others through perceiving other people and handling given task cooperatively with group activity. From problem solving process, self-efficacy is experienced and self-confidence is grown. In some cases, learning patience of frustration from competition with peer and experiencing to obey a rule.

Table 2. Contents of physical education curriculum⁵

Section	Contents	Content elements	Effect
Health	Health care means it forms healthy living attitude and habit through understanding and managing own body. Basic fitness is grown through process to have the preferred activity consistently. Health care. Stamina improvement	<ul style="list-style-type: none"> · Own body · Body and surroundings · Body care · Healthy lifestyle · Stamina exercise experience · Stamina exercise imitation · Stamina promotion · Making a habit of stamina exercise 	<ul style="list-style-type: none"> · Perception · Imitating · Mimicry · Moving · Playing · Participation · learning · practicing · Preventing
Challenge	<ul style="list-style-type: none"> · Challenge of speed is the activity to approach target quicker · Challenge of distance is the activity to run further and jump higher than target or throw a target further · Motion challenge is the activity to make better movement as doing physical movement with transforming motion and pose in various circumstance · Target challenge is the activity to perceive the meaning of challenge through activity to send object to target accurately 	<ul style="list-style-type: none"> · Experience of various movement · Boiling water · Running · Underwater movement · Running Rapidly · Swimming · Running challenge game · Management challenge game · Motion experience · Motion imitation · Taking a pose · Gymnastics and Taekwondo challenge game · Controlling an object · Sending an object at fixed target · Hitting a moving target · Target challenge game 	<ul style="list-style-type: none"> · Running · Moving · Swimming · Roll · Walking · Jumping · Throw · posing · Balancing · Perception · renewal of record · challenging · Guessing · motioning · improvement of performs
Competition	· Play/game competition game is the activity which people compete each other with basic movement and physical contact by division of teams	<ul style="list-style-type: none"> · Recognizing an object/people · Sending a ball · Hitting by hand · Avoiding with holding · pitching and catching a ball · Sending by a racket · Pitching and avoiding · Controlling a ball · sending and receiving by a racket · Avoiding type game · Area type game · net type game 	<ul style="list-style-type: none"> · movement · avoiding · following · running away · stopping · pitching and catching · Grasping · Kicking · Hitting · Sending · Participating
Expression	<ul style="list-style-type: none"> · Movement expression is activity to express imitation or creation based on language and expression element by body · Folk expression is understanding various culture characteristics of many nationality through activity of expression 	<ul style="list-style-type: none"> · Movement expression element · Imitation expression · Subject expression · Cooperation expression · Folk expression basic movement · Folk expression imitation · Folk feature expression · Folk expression presentation 	<ul style="list-style-type: none"> · Following · Mimicry · Expressing · Convey · Presentation
Safety	· Doing exercise after understanding physical movement, rules of game and safe circumstances	<ul style="list-style-type: none"> · safe game method · safe physical activity · prevention and management of injury from exercise · Outdoor activity and safety 	<ul style="list-style-type: none"> · Participating · Using · Distinguishing

of support method for students to develop ability to lead more proactive lives.

Core concept and content of psychomotricity are shown in Table 1.

2.2 Fundamental Concepts of Physical Education in Basic Curriculum

Physical education is an education where health and athletic abilities are enhanced through movement (or “physical activity”) and desirable character and sociality are attained through the understanding of oneself and external environment so that the abilities and qualities necessary for healthy and active life are cultivated⁵.

Curriculum for physical education aims for five values – health, challenge, competition, expression, and safety and the details are shown below in Table 2.

2.3 Purpose of Psychomotricity and Curriculum for Physical Education

2.3.1 Educational Purpose of Psychomotricity

The purpose of psychomotricity is to experience fulfillment and self-efficacy through movement carried out by human body (senses, perception and motility), thereby forming positive self-concept⁹. In other words, it lies in the fulfillment of overall performance ability through enhancement of self-competence, material competence, and social skills¹⁰.

With the aims of enhancement of children’s voluntary and independent behaviors and assistance to improve of performance ability and communication behaviors

through in-group experiences, educational objectives are as follows.

Firstly, support holistic development through physical perception and movement.

Secondly, display autonomy during play and movement tasks, and behaviorally express what one has experienced.

Thirdly, form positive self-identity by enhancing children’s self-trust and confidence.

Fourthly, provide support for language and cognition development.

Fifthly, sociality develops through group play activities¹¹.

2.3.2 Purpose of Physical Education in Basic Curriculum

Physical education establishes body image through experiences in physical activity and develops healthy body and mind, thereby cultivating knowledge and execution ability necessary for active and healthy life, ability to make a challenge necessary for development of one’s future, healthy sense of competitiveness necessary for communal living, ability to express matter and emotions, and the ability and attitude to execute safety⁵.

2.3.3 Analysis of Physical Education Curriculum and Psychomotricity

Examination of physical education curriculum and the core concepts of psychomotricity reveals that health, movement, expression, challenge, safety, competition, and play/game are identical to the main concepts in Table 3.

Table 3. Analysis of concepts in curriculum education and psychomotricity

Area in curriculum	Main concepts	Psychomotricity	Main concepts
Health	Health care Health improvement	Body experience	Body scheme, Self-image, body expression, challenge, health improvement,
Challenge	Record challenge Distance challenge Movement challenge Expression challenge	Material experience	Surroundings, Search for objects, modification, safety, challenge
Competition	Play/Game Competing activities	Social experience	Communication, cooperation, competition rule, play/game, competing activity
Expression	Movement expression Folk expression		
Safety	Safe exercise life		

3. Results

The analysis of social relation skills showed a statistically significant difference in the main effect of the group. Furthermore, results analyzed through interviews of physical education professors and psychomotricity specialists (PhD candidates) in reference to the contents of Tables 1, 2, and 3 are as follows.

- Health – Similar to the contents of body schema's body boundary and body image in the somatic process of psychomotricity.
- Challenge – Material in children's developmental process utilizes creativity and tools, and through such play activities the property and principle of matter are grasped. This becomes an important factor in enhancement of sociality and spirit of challenge in cooperative play with children.
- Competition – Social experience from competition, cooperation, and alliance with friends through play, understanding of each other, feeling the emotions of victory and defeat in competition, and building of conflicting interests becomes an important factor in development of sociality.
- Expression – Expression becomes an important factor in development of self-identity in activities where one's physical and emotions from physical, material, and social experiences in psychomotricity are expressed.
- Safety – Safety becomes an important factor in development of respect for life by understanding one's body and others through physical and mental development, and recognizing environmental changes.

4. Conclusions and Discussion

The conclusion has been obtained by analyzing psychomotricity from the physical education in the basic curriculum.

It aims to achieve diverse senses and individualities in the physical education of the basic curriculum and psychomotricity. As a result, it is possible to express different desires such as well-intentioned competition, adventure, expression, and so on through the various experiences with establishment of body image and psychological stability.

Also, there is an interconnectivity of good self-esteem, identity, communication ability between psychomotricity

and the sound body and mind that the basic curriculum supports to highlight the importance of psychological and emotional expression through physical activities.

It is underlined that physical abilities are significantly important to control behavior, and psychomotricity is an activity to improve health, study and body development. Especially for the education area, the relationship of psychomotricity promotes learning, attention, concentration, memory ability and general development⁶.

The goal of psychomotor education is pumping up the confidence with different movement and activities as it uses the development of movement as the main means of building up their self-identity³.

And it is reported that the improvement of self-esteem influences their studies during the period of adolescent¹².

Psychomotor education is applied as an activity of nerve-perception-exercise prior to the method of awareness-development and learning such as writing, reading and dictation¹³.

Psychomotor experts qualified in German national institutes work full or part time not only at medical facilities for children; disabled; elderly people but also at public education facilities like kindergarten and elementary school⁵. Psychomotricity is applied to some subjects such as mathematics and language to encourage students through various physical senses⁸.

It was also claimed by an American research that the foundation of arithmetic is achieved by the real experience of children¹³.

In other words, psychomotricity can be applied in both medical and educational facilities and the need of psychomotor experts will be gradually increasing¹⁴.

There are seven operation principles of psychomotricity applied by the psychomotor physical education mediation program. These are individualization (child), experience, activity, self-decisive right, creativity, amusement-play and subjective ascription of meaning, which dramatically encourage the participation and satisfaction of physical education for intellectually disabled students¹⁰.

Psychomotricity can be an educational or medical method through the interaction of mentality and exercise. It enables to build a relationship with children, have a positive influence for the body and mind, and support their general development⁶.

Psychomotricity can be applied to anybody regardless of their physical conditions because it takes the body as a starting point to encourage physical experience and development³.

It is presented in German school that psychomotor education has a positive impact on students in the subject of physical education and teachers are learning psychomotor education during the training course¹⁵.

As a number of researchers are claiming that psychomotricity can be applied to the school system¹⁶, that is the basic education curriculum, psychomotricity will be helpful to health, study and personality of students. The curriculum needs to be revised to connect it to psychomotricity since the concepts of movement are common in every field and it can be observed from the daily life of students.

Therefore, the teaching method revised according to the psychomotor applications needs to come into general use not for private education or medical institutes but the public education. For this purpose, it is expected to do a thorough research on psychomotricity at the site of school education.

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