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REVIEW ARTICLE

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THE INFLUENCE OF BASIC MOTOR SKILLS IN CHILDREN FROM 06 TO 12 YEARS IN THE MODALITY OF ATHLETICS

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ABSTRACT

This article is entitled "The influence of basic motor skills in children aged 6 to 12 years in the athletics modality", where our interest was to investigate the methods and training stages applied in the wrong way in the modalities to impair the athletics modality. Therefore, we defined the general objective, to analyze the influence of the basic motor skills of running, jumping and throwing in children from 6 to 12 years, for good performance in athletics in physical education classes. The main authors who supported this research were Gallahue, Matthiesen, Fonseca, Gozoli. The type of research is a bibliographical review, which enabled us to point out that inserting the practice of athletics in children in the age groups of 6 to 12 years without providing a good development of the basic motor skills will prevent the good development in the modality, necessary for the teacher to be aware of the development phases so that the best use of the student is made.

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INTRODUCTION

As ancient as the very history of human existence, running, jumping and launching are natural movements of man, which are part of athletics, called sport-base. It is possible to identify abilities related to the various tests of an athletic competition, from the beginnings of the civilization, starting with the caveman, who naturally practiced a series of movements, especially in the hunting activities, or in his own defense for survival in the face of predators. According to Virgil (2015), over time, the base sport has developed with humanity itself, and its first historical record in competition, dates back to 776 BC in Greece, where Corobeus, by defeating Proof Stadium, became the first Olympic champion. In its most modern definition, athletics is subdivided into different athletic competitions.

If, in general, the practice of sport is fundamental for the development of the child, athletics, in particular, incorporates several sports tests (races, jumps, launches and pitches), which help in the development of several motor skills, being this motive, the modality considered the matriarch of the others, and therefore having a fundamental application in the full domain of motor valences. When analyzing the influences of basic motor skills in the practice of athletics, in physical education classes in children in the age groups of 6 to 12 years, this article will discuss the different stages of motor development. Based on the observation made in the magazines, articles and books and taking into account the influence of the practice of basic motor skills with inappropriate methods in the wrong age groups, where there is several researches informing the importance of the motor skills to the good performance in the athletics modality, without failing to respect the motor development phases will respond to the problem in which the wrong training methods can hinder the good development of athletics.

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This work is justified on the importance of the motor development applied according to the stages and stages of development of the child, so that it acquires the necessary skills without having an early development and does not harm the natural process of maturation. Therefore, in athletics as we will approach, or in any other sporting modality, the development will be in a progressive way with the evolution of the maturation of the individual. Some children are born with more abilities than others, just as some have physiological structures with pre-provision for certain modalities. Children who possess certain natural abilities, present high performance in smaller categories, but when they reach adulthood, they do not have the same development as before, this is why there is no progressive training. This result is directly related to the training method applied to the child, which is erroneously similar to that of an adult, causing it to develop prematurely with the imposition of intense and tiring training, causing the stagnation of development in adulthood, precisely because there is no respect for certain stages of desirable development. On the excesses and the application of the training with inadequate method, Machado 2010 states: "The collection begins in the training and has apex in the competitions. If you make a mistake in training it is already an unpleasant fact for many children, and to commit such attitudes in competitions is a real martyrdom". In this context, this article, in general, aims to analyze the influence of the basic motor skills of running, jumping and throwing in children from 6 to 12 years, for good performance in athletics in physical education classes. Specifically, the first topic aims to associate basic motor development with athletic performance in physical education classes, in the second example the motor development activities for the best use in the athletics modality and the third identify the evidence of the athletics involving motor skills (running, jumping and throwing).

MATERIALS AND METHODS

The research method used was the exploratory bibliographic review, where the results were exposed qualitatively. The information was collected through bibliographic review research in books, articles and journals between 1984 and 2018, without the intention of enumerating or measuring events. For Fonseca (2002), *methodos* means organization, and *logos*, systematic study, research, research; that is, methodology is the study of the organization, the paths to be followed, to carry out a research or a study, or to make science, etymologically, means the study of the paths, the instruments used. The exploratory research aims to provide greater familiarity with the problem, with a view to making it more explicit or constructing hypotheses. The vast majority of these researches involve: (a) bibliographic survey; (b) interviews with people who have had practical experiences with the researched problem; and (c) analysis of examples that stimulate understanding (GIL, 1999). These researches can be classified as: bibliographic research and case study (GIL, 1999). The bibliographical research is made from the collection of theoretical references already analyzed, and published by written and electronic means, such as books, scientific articles, web site pages. Any scientific work begins with a bibliographical research, which allows the researcher to know what has already been studied on the subject. There is, however, scientific research that is based only on bibliographic research, searching for published theoretical references with the objective of collecting information or previous knowledge

about the problem about which the answer is sought (FONSECA, 2002).

Associate the basic motor development with the athletic performance in the physical education classes: It is a bibliographical study whose objective was to carry out the study on articles and books on the influence of the basic motor skills of running, jumping and throwing in children from 6 to 12 years for the good performance of athletics in the classes of physical education and showing the phases of motor development appropriate for the age groups. The research was carried out in the database Academic, Scielo, Portal Capes, Bireme, DeCS (Descriptors in Health Science), in addition to books and magazines. The selection of the descriptors used in the review was made through consultation using the following descriptors, in Portuguese: athletics, motor skills and physical education. The inclusion of material used for inclusion criteria was considered: journals, scientific articles, monographs published between 1997 and 2018 in the Portuguese language, publications outside the period established for inclusion of the work and that are not related to the content addressed in the objectives were excluded. If there is the discernment that motor skill is not always applied in the same way, it also happens with the stages that are not respected many times, causing an early maturation or even fatigue, muscular stress or even disinterest in activity or modality, where in our research we will address methods for each motor development phase according to age group and a research problem discussed were inadequate applied methods of developing basic motor skills that may impair evolution and its performance in athletics. This project was based on the discussion in the classroom, where our questioning and why basic motor skills influence both the athletics modality, being one of the most complex and practiced modalities in the world, where they are not being executed correctly for so that we can disseminate and promote the modality for students and future athletes in a progressive way.

Guedes and Guedes (1997) refer to motor development, not just biological aspects of growth and maturation. Moreover, development depends on the experiences of the individual, on the relationships with the surrounding environment. Le Boulch (1982) makes evident the concern of scholars in the field in identifying the mechanisms and variables that influence motor development and the specific phases in which each individual is more susceptible to the influences of certain stimuli. The modality of athletics is based on its practice the influence of the basic motor skills for the good development of the modality and both must be allied to correct methodologies in the school physical education and of the teacher to introduce in their daily classes activities full of movements and playfulness so that be attractive for them to develop gradually. "The professional of Physical Education should seek, through recreational activities that combine a general knowledge about motor skills and a specific knowledge about the official evidenceto bring children closer to the universe of athletics, leading them to experience it through their own bodies "(Matthiesen, 2012, p. 18). Emphasizing the work of the authors mentioned, athletics has a great importance in the benefits that children provide, and reinforces the importance of physical education in the school where it needs to be improved and valued, although the difficulties encountered by the professional are many and make difficult the various activities that must be developed adaptations are necessary for both theoretical and practical use of content, including athletic

group. Athletics is a strong ally of motor skills, hence the importance of school physical education and the teacher to include in children's lives a universe full of movements and playful activities that will do with whether they can develop these skills gradually according to the stages described by Gallahue and Ozmun (2001). The motor development process is presented by Gallahue and Ozmun (2001) in an hourglass form (figure 1). The study aims at motor development in early childhood education, characterizing, below, the stage of development in the preschool age. Reflexive motor phase: reflexes are the first forms of human movement. They are involuntary movements, which form the basis for the phases of motor development. From the reflex activity, the baby gets information.

individual as a collective, it is enough to adapt the possibilities of the activities, thus increasing the personal relationships, making them cooperative and autonomous to achieve the proposed objectives. In order for the basic motor skills to be developed effectively in all motor and cognitive aspects, the technical part of the motricity of the race and for its skills to be utilized with a progressive development, respecting all stages of development and contributing to that athletics is developed with methods that may in the future bring athletes capable of conquering the world through a sport or just for a better quality of life, bringing also a better social interaction, but thinking about the athletics modality, we need to work on the specificities with physical education professionals so that we have the best performance in the modality.

Exemplify the motor development activities for the best use in athletics

The development of motor development in children to be better utilized, and that there is an interest of this child and it is important that we initiate in a fun way the development of athletics, with activities that can encourage and amuse them, with the purpose of preserving their life in the long term and in this way we can use mini athletics as a methodological tool to achieve longevity with health because of their varied nature. The mini athletics or school athletics is a project created by the International Association of Athletics Federations (IAAF), created by experts who seek a suitable way to work athletics in school. Having as idea an attractive practice to the students. More than competing, school athletics, aims to awaken in the child the interest in sports, by knowing the modality, providing the students with a series of benefits such as: education, self-satisfaction and health, being activities, in which everyone participates in an egalitarian way, regardless of sex and size, the important thing is the participation of all. (GOZOLLI et al, 2002). According to Matthiesen (2005), physical education teachers work competitively in athletics at school, where the educational side of the students should be explored showing that athletics is beyond the competitive perspective and restricted only to those students with skill and talent for modality and also can arouse the interest in practicing the activities for the good performance of athletics, making everyone create a taste for practice, establishing methods for the awakening of the child. According to Kunz (apud MARQUES; IORA, 2009), bringing a pedagogical context that develops desirable improvements, the applied methodology will begin with the overcoming of students' difficulties, being important the perception of the physical education teacher to analyze their students. So that their actions reflect on their teaching activities and whether their teaching methods are in accordance with the students' abilities. Athletics has infinite possibilities of teaching to be developed with the students but has been little explored.

"It is not a matter of developing modalities that attack the physical integrity of the students, such as distance hopping without a small space where there is sand for students to perform fall or high jump without mattresses, but rather to incorporate these certain athletic modalities to the Physical Education program of these schools, making this sport attractive and, above all, making it "school athletics and not" standardized athletics at school "(MARQUES; IORA, 2009, p.114).

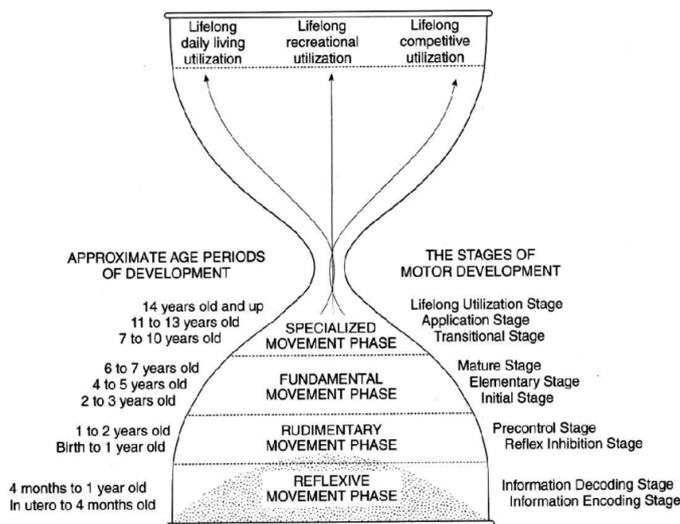


Figura 1. GALLAHUE e OZMUN, 2001

Phase of rudimentary movements: rudimentary movements are determined maturation ally and are characterized by a predictable sequence of appearance. This sequence is resistant to changes under normal conditions. They involve stabilizing movements, such as gaining control of the head, neck, and trunk muscles; the manipulative tasks of reaching out, grasping and releasing, and the locomotor movements of crawling, crawling and walking. Phase of fundamental movements: the fundamental motor skills of infancy are consequences of the rudimentary movements phase of the neonatal period. This phase of motor development represents a period in which young children are actively involved in the exploration and testing of the motor capacities of their bodies. Specialized Movement Phase: This is a time when fundamental stabilizing, locomotive, and manipulative skills are progressively refined, combined, and crafted for use in increasingly demanding situations. Matthiesen (2012) affirms that through a bibliographical research throughout history, the teaching of athletics in school is important, as long as it is accompanied by the process of technical, normative and conceptual changes that athletics have been suffering over the time of their evolution. Showing the need for a better quality in the technical classes with practice in an inseparable way, both being important in the learning process. The most diverse tests of athletics if they are inserted in the classes of physical education, tended to contribute a lot in the teaching-learning process, the athletics characterized as individual modality, but can be developed in a collective way without losing its characteristic, but opportunizing the modality to the students. According to Mariano (2012), the teacher can adapt the

According to Gozolli *et al* (2002), children have an interest in competing and always comparing what another child does. Athletics, and composed of individual tests that a greater stimulus for wanting to compete. Thinking of bringing the playfulness and satisfaction to these children without forgetting to insert the evidence of athletics that has as its characteristic a competitive reality that in turn ends up excluding some and selecting others. Rethinking the teachers' method, which has as characteristics in its pedagogical contents, to use models of competitions. This method goes against the needs of children, as this misguided form disrupts the learning and development of the child in a school. Analyzing the above text we understand the need to put activities for the children that promote a good performance for the physical capacities necessary for the practice of the athletics, causing them to acquire the abilities through playfulness with creative methods so that we can reach the goal of to help the cognitive development for the learning in the school, causing them to do the physical activities and be stimulated to think about them. For this we have come as a pedagogical and methodological tool for the teaching of athletics, the learning of mini athletics.

We will show some organizational goals of mini athletics. (GOZOLLI *et al*, 2002):

- ✓ Activities with the participation of several children at the same time;
- ✓ Promotion of the development of athletics through a series of movements for the learning of athletics;
- ✓ Activities involving the most diverse physical abilities of the child to achieve a good result;
- ✓ The organization of the method applied by the teacher is according to the age group and its coordinating capacities being worked on;
- ✓ In the activities schedule, it is necessary to overcome the students in order to promote self-satisfaction for a closer approach to athletics;
- ✓ Do not prioritize the score of the activities and when it is that simple and that always aiming at the score by teams;
- ✓ In activities, boys and girls should not be separated.

According to Gozolli *et al* (2002), the main objectives of mini athletics or school athletics are:

Health promotion: Like all sports, mini athletics also aims at promoting health. This sport has a wide range of movements that involve all members of the body, so being worked properly will be helping the physical development of children and their future, as an adult.

Social interaction: Modality in which children can work in teams, interacting with their colleagues, living with the differences of each other, that each child may somehow be contributing to the achievement of the proposed activity. In addition, the child may be assuming roles of referees and technicians of their teams, having contact with reality and experiencing citizenship.

Character of adventure: Being possible to drive in an unpredictable way, making the child feel stimulated and motivated in the accomplishment of the activity, for being able to complete the activity successfully. Overcoming your difficulties encourages the human being to have more

autonomy, serving both the activities and their personal lives. The International Association of Athletics Federations (IAAF) mini athletics has as a basic principle in teamwork that will contribute to the results, as an example in relay events or individually for the results of all team members. The individual participation will contribute to the team's result and values the participation of each one to the result. The child will be aware of the events that require a previous specialization with mixed teams, composed of 5 girls and 5 boys, if possible. The IAAF mini athletics is divided into three groups: the first group of 7- and 8-year-olds, the second group is 9 and 10 years old, and the third group is 11 to 12 years old. team activities. In the third group with relay or individual events, in which the groups will consist of two equal parts of a team. All children must compete several times in each of the activity groups, being divided into several phases of the event, and each phase the competitor will have one minute to compete and after the different disciplines of the test groups (speed / race / hurdles, pitches / throws and jumps) to be performed, all teams together take part in the endurance activity at the end.

Mini Athletics Table - Practical Guide

Age group	7 a 8	9 a 10	11 a 12
Race Tests / Speed			
Speed / Barriers. Race in and out - zig zag	X	X	
Curve Formula: Speed Racing and Barriers			X
Curve Formula: Speed Relay			X
Speed / Slalom		X	X
Barriers			X
Formula One (Speed - Barriers and Slalom	X	X	
Racing			
8 minute endurance run	X	X	
Progressive Race of Resistance		X	X
1000m Resistance Race			X
Jumping Show			
Distance jump with stick	X	X	
Long Jump with Stick in a Sandhole			X
Jump with Rope	X		
Triple Jump with Short Race			X
Stairway Racing	X	X	
Triple Jump within a limited area	X	X	X
Exact distance jumping		X	X
Group of evidence of launches and pitches			
Target shooting	X	X	
Dart launch for teenagers			X
Javelin throwing for children	X	X	X
Knee Launch	X	X	X
Disc Launch for tens			X
Launch back over the head		X	X
Rotational Launch		X	X
Total recommended tests	8	9	10

Source: Mini athletics - practical guide. Second edition 2006.

These activity proposals for each age group are adaptable and in particular the younger children can be hired in different groups of events and the complete series must be fulfilled in different events that will be offered to the children and additional programs may be included to provide the various forms of the athletics movement that in this way are benefited by a physical education of easy application and understanding for them. Activities that will develop the basic motor skills for the practice of athletics in a progressive way to the students, who without these basic motor skills will not perform well in the modality, will all be applied according to their age groups so that they have an evolution according to with the respective development phases of their age, so they will have their development with correctly applied methods so that it can directly imply development performance. The teacher must understand that children undergo the natural transformation of the body, so it is important to understand that according to age

the child has its limitations, not to skip the stages of learning forcing the student to train for something that is not prepared. According to the Practical Guide (IAAF, 2006), athletics competitions for children is most often a proportional model with adult competitions. Being that it is inappropriate for children and unnecessary for the harmonious development of the child. According to Arena and Bohme (2002), long-term training for the recruitment of new talent must be carried out through an organized, planned and systematized preparation, aiming for continuous progress. Thus, it can be divided into three stages, namely: Beginning stage and general basic training, which would be developed in the 12 to 13-year age group. Specific training step, with the beginning of the organization and systematization of the training being from the 13 years of age. High-income training stage, at this stage coordinating capacities stabilize, between 17 and 18 years of age. Respecting all phases of development and having as the last phase the specialized motor, where we will join the specific training stages of the athletics modality that will be inserted in an organized and systematized way with the practice of the athletics tests that show in specific the movements of the running, jumping and launching with the objective of inserting the students in a specific training for each test with the characteristics for each test that will be practiced.

Identify athletic events that involve motor skills (running, jumping and throwing): Athletics is the oldest organized form of sport composed of more than 20 modalities, in which the athlete must run, jump, throw, among many other activities that put the body to the test of his physical condition. Races shall be deemed winner who makes the course in the shortest time.

"Describe the origins of the king sport and fuse them with the origin of the human being, for running, jumping, hurling, marching, or even performing these movements simultaneously, are man's natural fitness since cave times." (COLLI, 2004, p.65).

According to the activities of the IAAF Practical Guide the events that are provided are targeted at specific ages. Suitable according to the age groups defined in the document quoted above as a priority. However, the actual level of children must be evaluated, where teachers must be prepared and with methods in which they can offer activities according to the reality of each one. May be applied a first activity with children of 9/10 years of age in events intended for the newest categories 7/8 years of age take into consideration, perform a first activity with beginners from 9/10 years of age in events intended for categories (7/8 years of age). Therefore, we will show some activities for athletics, so as to exemplify running, jumping and launching for the different age groups, starting with the age groups of 7/8 years with the speed relay / barriers test. Speed / Barrier Relay Test Procedure. We will need to establish two lanes for each team: One line will have a barrier and the other will have no barrier, the first distance is the distance from the barrier and then the team members will run the speed distance as a normal relay. The test is completed once all the team has run both the speed and the barrier distance. The relay is conducted so that the exchange is made with the left hand. Scoring - The ranking is validated according to the time, the winning team will be the one that has obtained the best result. The next teams are ranked according to the time of arrival. Assistants- It should contain

one assistant per team, to have an efficient organization, with the following obligations: to have control of the whole course, to timing the activity and to record the score in a summary.

In this activity that the International Association of Athletics Federations (IAAF) proposes for children of 7/8 or 9/10 years of age, it has as characteristic a proof of strength, speed and for this characteristic not all children will perform well. In the next activity we will show the 8 'minute endurance race using a 150 meter course that can be oval or rectangular according to the place where practice is done. Procedure- The course will be 150 meters for each team, from the determined point, each member of the team will make in 8 minutes as many laps as possible. The initial command will be given to all at the same time, with the use of a whistle or shot of a pistol, each one will leave with a stick or something similar where it can be adapted or of recyclable material that will indicate the number of turns, and after completing the time will pass the baton to the next of his team whenever the course is completed and whenever a new member of the team starts the course he will have to pick up the baton, card or something similar and at the last minute he will be announced again by a whistle or a new pistol shot, and at the end of 8 minutes a signal of completion of the race will be given. Scoring - At the end of the course all will hand out their cards with the count to the assistant so they can take notes of the laps and give the score and only the complete laps will be computed.

Assistant- Unlike the previous test, this must contain at least two assistant per team to maintain the efficiency of the activities, with assigned responsibilities to each such as, start line, collect, count the cards record points on the scoresheet, time, give other signs like the final minute and it takes a person to the start to get everything out in an organized way.

Two activities that work different stimuli of the students one with characteristic of strength and another with characteristic of resistance, but, it is important to point out that at around 7 years of age the child has its mature motor development. And in this same period, their motor skill essences are gradually perfected, and will be developed in the progressive applications that will be required, being 3 motor skills in which are composed the following abilities: stabilizers (balance and support), locomotives (change of location), and manipulative (seizure and reception of objects), according to Gallahue *et al.*, 2013.

"Observed performance of basic locomotive, manipulative and stabilizing movements. Fundamental movement patterns involve the combination of patterns of two or more body segments. Running, jumping, knocking, throwing, turning and turning are examples of fundamental movement patterns." (GALLAHUE & OZMUN, 2005, P.19).

The work done with children of initiation needs special care. As childhood is the best phase for acquiring motor learning, however, it is necessary to provide as many motor experiences as possible for children because it is these lived experiences now that will lead and influence the remains of their lives according to Voser, 1996. The two races that were intended for the age range between 7/9 (seven and nine) years of age were intended for skills that develop the aspect of the race, but in turn, will help aspects in general for the other modalities as the that we will present about the jump. The jumping movement will be applied with an activity that everyone else knows but

not everyone can perform which is the jumping rope for 15 seconds.

Procedure: The participant places himself with his feet parallel in the starting position holding the jump rope behind his body with both hands. When the order is given, the rope is carried forward of the head and down the front of the body and the practitioner jumps on it. This cyclic process repeats itself as often as possible in 15 seconds. This activity is exclusively for the 7/8 and 9/10 age groups. Children should jump with both feet. Each child is entitled to two attempts.

Scoring: All team members should participate. It will be counted every time the rope touches the ground, between the team members who obtains the best result and which will be computed at the end for the team.

Assistant: For an efficient organization of only one assistant with the following obligations, start activities, control the jumps and ensure that they are performed correctly, timing the score, score the score and record a proposal of activity of IAAF's Mini Athletics Practical Guide. Through the IAAF Mini Athletics Practical Guide we will demonstrate activities for the 11-12 year old age groups with activities that demonstrate jumping. According to Fernandes (2003, p.80) "Generalities to be able to stand out in this race, it is necessary to have a great capacity of impulse, natural ability, technique and to be, mainly, a sprinter, since the lack of this quality will never do a good level frog".

Long jump: Procedure-Each participant starts as close to the thrust area, takes a 10m thrust (marked with a cone or a batten) and launches with a thrust in an area of 50cm wide. He / she completes a jump and falls in the designated areas marked in advance and the sand with the cones and / or holes. Area 1 gives 1 point; area 2 gives 2 points and so on.

Scoring: Each team member takes part in the activity. All results for a participant are logged. The best of your attempts is computed for the team total. The sum of the individual results contributes to the total team.

Assistants: For an efficient organization, a team assistant is required. He / she has to control and regulate the procedures and mark and record the points in the activity summary.

Activities of throws and launches.

Disc Launch According to Fernandes (2003, page 78).

"This launching test, created by the Greeks, dates back to mythological times and is therefore the oldest in the genre. It is assumed that the first discs were of stone and were not in the form of the current ones, which were being perfected until arriving at the circular model used today."

Weightlifting According to Matthiesen (2007), the technique used in the throwing of weight has undergone changes with passing of the time until arriving at the rotation technique that is used until the present time. Regarding the competitions, historical records show the first female participation of this event in the Olympic Games in London in the year 1948. In the men's competition the weight throw participated in the Olympic Games since 1896, where the Athens Olympics were held.

Dart Release for Teens- One-handed throws for distance / accuracy with appropriate dart.

Procedure - The launch is performed from an area of approximately 5 meters. The child throws the dart as far as possible where there must be a marking on the ground. If the dart falls beyond 30m away, within a target area of 5m wide, a 10m bonus is given. The performance will be directly recorded from a mark off or from a measuring tape placed on the ground. Each individual result of each of the three attempts is recorded.

Scoring - The best result of each team member will be recorded and included in the other team results. The total performance of the team is then considered.

Assistants- It is necessary for the activity of an assistant, who will be responsible for controlling and regulating the unfolding of the activity, to mark the score on the scoresheet. In front of the activities that identify the motor skills of running, jumping and launching we show with the appropriate methodologies for the age groups without skipping stages of development and without provoking the early maturation of the individual. Taking into account the importance of the methodologies applied in periods of the correct stages and the phenotype that has much relevance for the development of the individual as a whole. Practicing sports activities with children requires professionals' awareness that starting early in the sport is not the same as starting out early in training and competition. The practice of sports in childhood is based not only on the ideal development but also on the phenotype generated by the conditions and even for an active and healthy life (ARENA; BÖHME, 2000).

Conclusion

Through this bibliographical review study we can observe that athletics is practiced for centuries, having its beginning in the prehistory with exercise of the basic motor skills, that little by little they were adapted for the practice of this sport and over time the official competitions appeared until occupying the space that has in the world today as a sporting highlight. Throughout the work we can see that the influence of basic motor skills in children from 06 to 12 years, respecting the methods for each age, phases and activities for the respective modality and understanding that, the teacher needs to realize at what level of maturational development the individual is found, it is necessary to apply the appropriate methods for each stage of maturation. In light of the information we have gathered, it is necessary to develop the basic motor for good performance in athletics, we believe that the professional who develops physical education needs to respect methods, stages and knowledge so that it does not skip training stages, causing early maturation, and sometimes even disinterest in the modality, with this, we present examples of what exercise should be done for a better use of the modality, respecting the appropriate activities and suggesting some track and field events that involve running, jumping and throwing according to the age group. The activities we showed in the work were from the IAAF's mini-athletics mini-athletics guide which presents the idea that athletics is not only technical, but an understanding of human capabilities that are developed over time, showing that for each age and stage of development, there are specific activities to be worked on. In view of the foregoing, in order to be able to have children with higher

motor skills in the future, we should place greater emphasis on the studies that prove the importance of the development of basic motor skills and emphasize the influence of the teacher in the classes in such a way as to foster athleticism in a planned and methodological way, showing that the individual develops through a phenotype that is provided to him.

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