

Master's Degree

Child Psychomotricity for Teachers



Master's Degree Child Psychomotricity for Teachers

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Website: www.techtitude.com/us/education/master-degree/master-child-psychomotricity-teachers

Index

01

Introduction

p. 4

02

Objectives

p. 8

03

Skills

p. 12

04

Structure and Content

p. 16

05

Methodology

p. 28

06

Certificate

p. 36

01

Introduction

During the first stages of early childhood education, the development of motor skills is one of the main objectives for any teaching methodology of quality. And hand in hand with the development of the infant's brain this field is considered to be one of the most interesting areas to work in for teachers of this particular age group. This TECH program offers thorough and intensive coverage of all the necessary skills that early childhood teachers have to master, providing them with the quality and intensity needed to develop professionally and compete among the very best in the industry.



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Learn to develop your students' fine and general motor skills thanks to the expert skills you will acquire from this highly impactful, high quality Master's Degree"

Activities aimed at promoting the development of motor skills require educators who have an extensive and up to date knowledge of the field, these tasks will allow them to plan and apply strategies, dynamics and techniques aimed at improving psychomotor skills

This Master's Degree in Child Psychomotricity for Teachers has compiled the most interesting theoretical and practical knowledge for teachers of this stage of the educational process, so that it can be applied to the early childhood classroom, and they can benefit from a unique opportunity for professional growth.

This program is unique due to the fact that it can be taken in a 100% online format which is fully adaptable to the needs and obligations of any student as they themselves can self-manage their time to suit their own personal circumstances. Students will be able to choose on which days, at what time and how long to dedicate to their study of the contents of the program.

The design and structure of the subjects and the units have been specifically designed to allow each student to choose their own schedule and self-manage their time. For this purpose, they will have access to theoretical materials presented through enriching texts, multimedia presentations, exercises and guided practical activities alongside motivational videos, master classes and case studies. From these they will be able to extract knowledge in an organized manner and improve their decision-making skills - a factor which will demonstrate their high-level of qualification within this area of teaching.

A highly educational learning process aimed at those students who wish to surround themselves with the best and excel in their profession, not only to achieve their own personal goals, but principally to make a difference to the general education of their students.

This **Master's Degree in Child Psychomotricity for Teachers** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ Practical cases presented in simulated scenarios by experts in the field of study, where the student will evoke in an orderly manner the knowledge learned and demonstrate the acquisition of the competencies
- ♦ The graphic, schematic, and practical contents with which they are created, provide scientific and practical information on the disciplines that are essential for professional practice
- ♦ The latest news on the educational task of the early childhood education teacher
- ♦ Practical exercises where the students undergo the self-assessment process to improve learning, as well as activities at different skill levels
- ♦ Special emphasis on innovative methodologies and teaching research
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Contextual learning, supported by a multitude of practical cases which will enable you can to learn from authentic, true-to-life case studies"

“*Immerse yourself in this complete program, in which you will find everything you need to improve professionally and compete with the best*”

TECH includes, in its teaching staff, professionals belonging to the field of teacher training, who contribute to this education their vast work experience, as well as leading specialists from prestigious societies and universities.

The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide immersive learning programmed to train in real situations.

This program is designed around Problem-Based Learning, whereby the professional must try to solve the different professional practice situations that arise throughout the program. For this purpose, the teacher will be assisted by an innovative interactive video system created by leading experts in the field of job preparation and orientation with extensive teaching experience.

We offer you the best teaching methodology with a multitude of practical cases so that you can develop yourself professionally as if you were facing real cases.

The program gives students the opportunity to learn and grow as teachers, empowering them with educational tools and strategies which can be directly applied to the needs of their classrooms.



02

Objectives

TECH provides students with an intensive learning experience that will raise their teaching skills to a higher level. TECH's approach is focused on efficiency and will enable you to learn quickly and integrate the contents by applying them almost immediately to your professional practice.



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*Thanks to this Master's Degree from TECH,
as you go through the learning process
you will be able to integrate your studies in
child psychomotor skills into your teaching
practice”*



General objective

- ♦ Allow teachers to develop their professional skills in the area of Early Childhood Education, taking into account their students' psychomotor skills and promoting physical activities and healthy habits



Become a kindergarten teacher within the Spanish educational regulatory framework and take a step forward in your professional career"



Specific objectives

Module 1. Early Education

- ♦ Get to know the latest research into child development
- ♦ Build an overall view of the developmental processes involved
- ♦ Understand the factors that affect children during the first years of life
- ♦ Identify the main processes and stages of psychological development throughout the life cycle
- ♦ Analyze and evaluate the developmental characteristics
- ♦ Identify the demands, problems and differences faced by individual human beings at the different stages

Module 2. Psychophysical Development at School Age and its Pedagogical Implications

- ♦ Analyze the processes during children's physical development
- ♦ Understand the processes of cognitive development
- ♦ Generate the processes of social and emotional development
- ♦ Identify the different stages of physical development
- ♦ Know the cognitive aspect of the child
- ♦ Recognize the different approaches

Module 3. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- ♦ Acquire the necessary tools for reflection
- ♦ Awaken professional and intellectual concerns in order to learn to be good professionals
- ♦ Know the different pedagogical foundations of education
- ♦ Identify the different learning situations in personalized education
- ♦ Develop the necessary tools for a good organization of the center
- ♦ Internalize teacher education for a good educational response

Module 4. Self-Knowledge and Personal Autonomy in Early Childhood Education

- ♦ Know, understand and assist in the emergence of self-knowledge
- ♦ Lay the foundations of their self-understanding and self-esteem in one of the most rewarding tasks for the early childhood education teacher
- ♦ Learn about aspects that facilitate the development of autonomy in the classroom and some key elements for the separation-individuation process
- ♦ Address these aspects and know how they interact with each other to have a holistic view of the process at this educational stage
- ♦ Identify warning signs about the student's level of self-esteem
- ♦ Know the evaluation of self-concept

Module 5. Neuromotor Development and Didactics of Physical Education

- ♦ Analyze the motor behavior of students
- ♦ Know the motor characteristics of Early Childhood Education
- ♦ Manage the various activities for a good neuromotor development
- ♦ Grasp the elements and characteristics of the body schema
- ♦ Use the fundamentals of motor play as an educational tool
- ♦ Adopt competencies, objectives, contents and evaluation process
- ♦ Implement new methodological strategies in the classroom
- ♦ Apply strategies and methodologies for a good neuromotor development in the pre-school stage

Module 6. Physical Education, Health and Values Education

- ♦ Know the relationship between physical education and health and its importance in improving an individual's quality of life
- ♦ Know the relationship between physical education and education in values and its importance to the integral education of an individual
- ♦ Know the basics of physical training at school age
- ♦ Know the basic first aid for the most common situations in Physical Education class

Module 7. Anatomical, Physiological and Psychological Bases of Physical Education

- ♦ Provide basic and essential knowledge about the structure and functioning of the human body
- ♦ Rationalize, understand and adapt physical activity to the harmonious development of children and the promotion of healthy habits

Module 8. Knowledge of Oneself, of the Environment and Personal Autonomy in Physical Education

- ♦ Study in depth the contribution that physical education makes in early childhood

Module 9. Theory and Individual and Collective Practice of Motor and Pre-Sports Games in Early Childhood Education

- ♦ Know the fundamentals of the game and specifically of the games to improve motor skills, the material resources required for its development and a great variety of games to be used in the school

Module 10. Artistic and Expressive Physical Activities: Dance, Rhythm and Body Expression

- ♦ Analyze the psychological and pedagogical bases of rhythmic activities, body expression and dance
- ♦ Study the present and future of expressive artistic physical activities and dance

03 Skills

After passing the evaluations on the Master's Degree in Child Psychomotricity for Teachers, professionals will have acquired the necessary skills to work with psychomotricity during the early stages of childhood education, with the best preparation and the most up-to-date knowledge of the latest developments in this sector.





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A highly intensive specialization process that will allow you to develop as an early childhood education professional”



General skills

- ♦ Know the objectives, curricular contents and evaluation criteria in early childhood education
- ♦ Promote and facilitate early childhood learning with a global and integrational perspective of the different cognitive, emotional and psychomotor dimensions
- ♦ Apply the knowledge to their work or vocation in a professional manner, and possess the skills usually demonstrated through the development and defence of arguments and problem-solving within their field of study
- ♦ Gather and interpret relevant data to make judgments that include reflection on relevant social, scientific or ethical issues
- ♦ Convey information, ideas, problems, and solutions to both specialized and non-specialized audiences
- ♦ Develop the learning skills necessary to undertake further studies with a high degree of autonomy



Specific skills

- ♦ Learn about childhood development, taking into account the developmental processes of which it is composed, the factors that may affect it and the possible programs to be carried out in response to it
- ♦ Identify learning difficulties, report them and collaborate in their treatment
- ♦ Get to know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators
- ♦ Become fully aware of the school curriculum of social sciences
- ♦ Recognize the identity of the stage and its cognitive, psychomotor, communicative, social and affective characteristics
- ♦ Understand and be able to explain the development of self-awareness and personal autonomy in the ages 0 to 6 years
- ♦ Understand the development of the communicative capacity of children from 0 to 6 years of age and its link with their own social and family environment for the development of autonomy and self-concept
- ♦ Know how to promote the acquisition of habits based on autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and symbolic and heuristic play
- ♦ Identify and analyze educational situations in order to carry out personalized pedagogical work following the psycho-evolutionary maturation of each student according to their self-knowledge, autonomy and self-esteem

- ♦ Propose strategies, based on theoretical knowledge, to help and guide families with children in early childhood education in psychological aspects related to their motor, affective and cognitive peculiarities and the ability to implement them in the classroom
- ♦ Master the psychomotor development evaluation process, as well as the didactic approaches to be followed at this stage
- ♦ Encourage motivation and learning acquisition through the development of different activities
- ♦ Conduct evaluations of both students and teachers for subsequent reflection on the teaching-learning process
- ♦ Elaborate and implement sessions for the development and improvement of physical abilities
- ♦ Resolve basic first aid situations in the physical education environment
- ♦ Design, develop and evaluate the teaching-learning processes related to physical activity and sport with attention to the individual and contextual characteristics of school pupils
- ♦ Promote the formation of sustainable and autonomous habits of physical activity and sport among the school population
- ♦ Select and properly use the appropriate sports material and equipment for each type of activity in the physical education class
- ♦ Improve expressive, communicative and aesthetic body skills, both individually and in groups, taking into account the diversity of the students

- ♦ Manage corporal expression and its expressive manifestations within a school context
- ♦ Encourage the student's imagination and creativity through the study of different corporal expressive techniques
- ♦ Apply the anatomical knowledge acquired to the study of simple and complex body movements, and know how to identify and describe the specific muscle groups involved in each of them
- ♦ Describe the basic functions of the systems and apparatuses of the healthy human organism during physical exercise
- ♦ Know the repercussions of physical activity, adequately or inadequately performed, on health and quality of life



This program will allow you to acquire the necessary skills to carry out your work successfully"

04

Structure and Content

The structure of these contents has been designed by top level professionals from the field of education who possess a great deal of experience and recognized prestige in the teaching sector. A team of experts who will provide you with a realistic vision which has been adjusted according to the reality of working within this early stage of education.





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Updated according to the latest teaching criteria, the contents of this Master's Degree will allow you to learn how to work with psychomotor skills in the infant classroom"

Module 1. Early Education

- 1.1. Early Care and Education Concepts
 - 1.1.1. The Shift from Early Stimulation to Early Care
 - 1.1.2. Definition of Early Care
 - 1.1.3. Fundamentals of Early Childhood Care
 - 1.1.4. Objectives, Principles and Levels of Early Care
 - 1.1.5. Levels of Early Care Prevention
 - 1.1.6. Early Care Support Service
 - 1.1.7. Family-Centered Early Care
- 1.2. Basis of Motor Development
 - 1.2.1. Psychomotor Development and Perfection of Movements
 - 1.2.2. Concepts of Development, Maturation, Growth and Learning
 - 1.2.3. Motor Development: Beginnings and Basic Patterns
- 1.3. Basis of Cognitive Development
 - 1.3.1. Neurological Bases of Cognitive Development
 - 1.3.2. Psychological Bases of Cognitive Development
 - 1.3.3. Cognitive Development from 0 to 2 Years
 - 1.3.4. Cognitive Development from 3 to 6 Years Old
- 1.4. Social-Emotional Development in Early Childhood Care
 - 1.4.1. Socio-Emotional Development
 - 1.4.2. Emotional Regulation
 - 1.4.3. Attachment
 - 1.4.4. The Family as a Principle of Affective-Emotional Development
 - 1.4.5. The School, Children's Needs and Emotional and Affective Well-Being
 - 1.4.6. Development of Autonomy, Self-Concept and Self-Esteem
 - 1.4.7. Moral Development and Values Education in the Early Stages
- 1.5. Diversity Programs
 - 1.5.1. Diversity and Inclusion
 - 1.5.2. The Classroom as a Space for Diversity
 - 1.5.3. Adapted Methodologies for the Attention of Diversity
 - 1.5.4. Play as a Means of Achieving Learning and Participation
- 1.6. Early Stimulation
 - 1.6.1. Early Stimulation
 - 1.6.2. Where Can Stimulation Be Carried Out?
 - 1.6.3. Stimulation Duration and Materials
- 1.7. Basis to Structure an Early Childhood Stimulation Program
 - 1.7.1. Biological Basis of the Brain
 - 1.7.2. The Processes of Brain Development and Developmental Milestones
 - 1.7.3. Socio-Cultural Reality
- 1.8. Development Programs as a Formal Modality in the Educational Project
 - 1.8.1. Fundamental Ideas
 - 1.8.2. General Objectives
 - 1.8.3. Concepts and Guidelines to Follow
- 1.9. Influences on Child Development
 - 1.9.1. Factors Influencing Comprehensive Development in Childhood
 - 1.9.2. The Role of the Family and its Relationships
 - 1.9.3. The Role of the Environment
- 1.10. Psychomotor and Sound Stimulation
 - 1.10.1. Movement and Psychomotor Skills in Early Stimulation
 - 1.10.2. General Recommendations for Psychomotor Development
 - 1.10.3. Sensory Periods and Early Stimulation
 - 1.10.4. Areas of Activity

Module 2. Psychophysical Development at School Age and its Pedagogical Implications

- 2.1. Child Development
 - 2.1.1. Definition of Development
 - 2.1.2. Characteristics of Child Development
 - 2.1.3. Influences on Child Development: Heredity, Environment and Critical Periods
 - 2.1.4. Psychological Theories and Models of Child Development
- 2.2. Neurological Bases of Child Development
 - 2.2.1. The Brain and its Influence on Learning
 - 2.2.2. Current Overview of Neuroscience applied to Early Childhood Education
- 2.3. Prenatal and Neonatal Development
 - 2.3.1. Periods of Prenatal Development
 - 2.3.2. Factors Influencing Prenatal Development
- 2.4. Prenatal Stimulation
 - 2.4.1. The Birth Process
 - 2.4.2. Difficulties During Birth
 - 2.4.3. Breastfeeding
 - 2.4.4. The Newborn Baby
- 2.5. Physical Development from 0 to 3 Years
 - 2.5.1. Maturation and Growth
 - 2.5.2. Motor Capabilities
 - 2.5.3. Sensory Capabilities
- 2.6. Cognitive Development from 0 to 3 Years
 - 2.6.1. Piagetian Approach: Sensorimotor Stage
 - 2.6.2. Information Processing Approach
- 2.7. Social and Emotional Development from 0 to 3 Years Old
 - 2.7.1. Recognition of Others and the Self: Socialization and Self-Differentiation
 - 2.7.2. Sexual Identity
 - 2.7.3. Social Influences on Infant Development
 - 2.7.4. Temperament
 - 2.7.5. The First Emotions of the Child
 - 2.7.6. Attachment
- 2.8. Physical Development from 3 to 6 Years Old
 - 2.8.1. Maturation and Growth
 - 2.8.2. Motor Skills
 - 2.8.3. Brain Maturation
- 2.9. Cognitive Development from 3 to 6 Years Old
 - 2.9.1. Piagetian Approach: Preoperational Stage
 - 2.9.2. Vygostkian Approach
 - 2.9.3. Information Processing Approach
- 2.10. Social and Emotional Development from 3 to 6 Years Old
 - 2.10.1. Development of Self-Concept and Autonomy
 - 2.10.2. Development of Sexual Identity
 - 2.10.3. Play and Relationships with Other Children
 - 2.10.4. Relationships with Adults
 - 2.10.5. Emergence of Social Emotions
 - 2.10.6. Emotional Intelligence in Early Childhood
- 2.11. Child Development from 7 to 12 Years Old
 - 2.11.1. Physical and Motor Development
 - 2.11.2. Cognitive Development
 - 2.11.3. Socio-Affective and Moral Development

Module 3. Personalized Education. Anthropological, Philosophical, and Psychological Foundations

- 3.1. The Human Person
 - 3.1.1. Educating Taking Into Account The Person
 - 3.1.2. Person and Human Nature
 - 3.1.3. Attributes or Radical Properties of the Person
 - 3.1.4. Strategies to Favor the Unfolding of the Person's Radical Attributes or Properties
 - 3.1.5. The Human Person as a Dynamic System
 - 3.1.6. The Person and the Meaning That They Can Give to Their Life
- 3.2. Pedagogical Foundations of Personalized Education
 - 3.2.1. The Educability of the Human Being as a Capacity for Integration and Growth
 - 3.2.2. What is Personalized Education (and what is not)?
 - 3.2.3. Purposes of Personalized Education
 - 3.2.4. The Personal Teacher-Student Encounter
 - 3.2.5. Protagonists and Mediators
 - 3.2.6. The principles of Personalized Education
- 3.3. Learning Situations in Personalized Education
 - 3.3.1. The Personalized Vision of the Learning Process
 - 3.3.2. Operational and Participative Methodologies: General Characteristics
 - 3.3.3. Learning Situations and Their Personalization
 - 3.3.4. Materials and Resources Function
 - 3.3.5. Evaluation as a Learning Situation
 - 3.3.6. The Personalized Educational Style: its Five Manifestations
 - 3.3.7. How to Promote the Five Manifestations of the Personalized Educational Style
- 3.4. Motivation: A Key Aspect of Personalized Learning
 - 3.4.1. Influence of Affectivity and Intelligence in the Learning Process
 - 3.4.2. Definition and Types of Motivation
 - 3.4.3. Motivation and Values
 - 3.4.4. Strategies to Make the Learning Process More Attractive
 - 3.4.5. The Playful Aspect of Schoolwork
- 3.5. Metacognitive Learning
 - 3.5.1. What Should Students Be Taught in Personalized Education?
 - 3.5.2. Meaning of Metacognition and Metacognitive Learning
 - 3.5.3. Metacognitive Learning Strategies
 - 3.5.4. Consequences of Learning in a Metacognitive Way
 - 3.5.5. How to Assess Whether the Student Is Learning in a Meaningful Way
 - 3.5.6. Keys To Educate in Creativity
- 3.6. Personalizing the Organization of the School Center
 - 3.6.1. Factors in the Organization of a School
 - 3.6.2. The Personalized School Environment
 - 3.6.3. The Students
 - 3.6.4. The Teachers
 - 3.6.5. The Families
 - 3.6.6. The School as an Organization and as a Community
 - 3.6.7. What Indicators Can We Use to Evaluate the Educational Personalization of a School?
- 3.7. Identity and Profession
 - 3.7.1. Personal Identity: A Personal and Collective Construction
 - 3.7.2. Lack of Social Valuation
 - 3.7.3. Cracking and Identity Crisis
 - 3.7.4. Professionalization Under Debate
 - 3.7.5. Between Vocation and Expert Knowledge
 - 3.7.6. Teachers as Artisans
 - 3.7.7. Fast Food Behavior
 - 3.7.8. Unrecognized Good Guys and Unknown Bad Guys
 - 3.7.9. Teachers Have Competitors
- 3.8. The Process of Becoming a Teacher
 - 3.8.1. Initial Training Matters
 - 3.8.2. At the Beginning, the More Difficult, the Better
 - 3.8.3. Between Routine and Adaptation
 - 3.8.4. Different Stages, Different Needs

- 3.9. Characteristics of Effective Teachers
 - 3.9.1. The Literature on Effective Teachers
 - 3.9.2. Value-Added Methods
 - 3.9.3. Classroom Observation and Ethnographic Approaches
 - 3.9.4. The Dream of Having Countries with Good Teachers
- 3.10. Beliefs and Change
 - 3.10.1. Analysis of Beliefs in the Teaching Profession
 - 3.10.2. Many Actions and Little Impact
 - 3.10.3. The Search for Models in the Teaching Profession

Module 4. Self-Knowledge and Personal Autonomy in Early Childhood Education

- 4.1. The Development Environment
 - 4.1.1. Definition of Self-Awareness, Self-Concept and Self-Esteem
 - 4.1.2. The First Context of Development: The Family Environment
 - 4.1.3. The Age for Breastfeeding
 - 4.1.4. The Role of Parents in Child Development
- 4.2. The Origins of Competition
 - 4.2.1. Introduction
 - 4.2.2. Individual Differences at Birth
 - 4.2.3. Cognitive Development
 - 4.2.4. Communication
 - 4.2.5. Motivation
- 4.3. Development of the Sense of Self: Background
 - 4.3.1. Introduction
 - 4.3.2. Freudian Theory of Development
 - 4.3.3. Some Key Psychoanalytic Theories in Development
 - 4.3.4. Theoretical Models of Cognitive Development
 - 4.3.5. The Computational Approach or Cognitive Psychology
 - 4.3.6. The Systemic Approach to Development
 - 4.3.7. Early Emotional Development
- 4.4. The Importance of Others
 - 4.4.1. Introduction
 - 4.4.2. Link
 - 4.4.3. Fear of Strangers
 - 4.4.4. Response to the Absence of Family Figures
- 4.5. Self-concept: Current Situation and Teaching Role
 - 4.5.1. Conceptual Delimitation and Components of Self-Concept
 - 4.5.2. Stages of Self-Concept Development
 - 4.5.3. Self-Concept: Hierarchical-Multidimensional Model
 - 4.5.4. Self-Concept: Academic and Non-Academic Dimensions
 - 4.5.5. The Teacher's Role in Self-Concept
- 4.6. The Origins of Autonomy
 - 4.6.1. Introduction
 - 4.6.2. The Separation-Individuation Process
 - 4.6.3. Separation Resistance
 - 4.6.4. Non-Autonomous Operation
- 4.7. Autonomy and Learning
 - 4.7.1. Introduction
 - 4.7.2. Learning How to Face Reality
 - 4.7.3. The Role of Play in Learning to Confront Reality
- 4.8. The Child in the Family: Influences on Learning
 - 4.8.1. Introduction
 - 4.8.2. Relationship with Parents
 - 4.8.3. Relationship with Siblings
- 4.9. Development of Self-Awareness and Autonomy in the Early Childhood Classroom
 - 4.9.1. Introduction
 - 4.9.2. Learning How to Learn
 - 4.9.3. Practical Resources for Self-Awareness Education
 - 4.9.4. Guidelines for Autonomy Education in the Classroom
 - 4.9.5. Final Conclusions
- 4.10. Assessment of Self-Concept and Self-Esteem in the Early Childhood Classroom
 - 4.10.1. Introduction
 - 4.10.2. First Considerations on the Assessment of Self-Concept and Self-Esteem
 - 4.10.3. Assessment of Self-Concept and Self-Esteem in the Classroom
 - 4.10.4. Warning Signs to Detect Potential Self-Concept and Self-Esteem Problems in Children

Module 5. Neuromotor Development and Didactics of Physical Education

- 5.1. Human Neuromotor Development
 - 5.1.1. How to Study this Unit
 - 5.1.2. The Early Childhood Education Stage
 - 5.1.3. Neuromotor and Executive Functions
 - 5.1.4. Projects and Organization of Activities Based on Neuromotor Development
 - 5.1.5. Bibliographical References
- 5.2. Motor Learning and Motor Competence
 - 5.2.1. How to Study this Unit
 - 5.2.2. Constructivist Development applied to Physical Education. Key Concepts
 - 5.2.3. Ecological Approach to the Motor Competency Process
 - 5.2.4. Bibliographical References
- 5.3. Fundamentals of Motor Games as an Educational Resource
 - 5.3.1. How to Study this Unit
 - 5.3.2. Motor Skills and Motor Play
 - 5.3.3. The Motor Game: Characteristics and Application
 - 5.3.4. Typology of Games for Students in the Early Childhood Education Stage
 - 5.3.5. Teaching Strategies for Motor Play
 - 5.3.6. Bibliographical References
- 5.4. Fields of Work of Psychomotor Skills in Early Childhood Education. Competencies, objectives, contents and evaluation process
 - 5.4.1. How to Study this Unit
 - 5.4.2. Competencies and Objectives
 - 5.4.3. The Evaluation Process
 - 5.4.4. The Psychomotor Session
 - 5.4.5. Bibliographical References
- 5.5. Contents (I). Elements and Characteristics of the Body Scheme in Pre-school Education
 - 5.5.1. How to Study this Unit
 - 5.5.2. Psychomotor Education: The Body Scheme
 - 5.5.3. Tonic Control and Postural Control
 - 5.5.4. Respiratory Control
 - 5.5.5. Laterality
 - 5.5.6. Spatial-Temporal Structuring
 - 5.5.7. Bibliographical References
- 5.6. Contents (II). Development of Psychomotor Coordination in Early Childhood Education
 - 5.6.1. How to Study this Unit
 - 5.6.2. Types of Psychomotor Coordination
 - 5.6.3. The Development of Psychomotor Coordination
 - 5.6.4. Practical Proposals
 - 5.6.5. Bibliographical References
- 5.7. Contents (III). Basic Motor Skills in Physical Education
 - 5.7.1. How to Study this Unit
 - 5.7.2. Displacements
 - 5.7.3. Turns
 - 5.7.4. Jumps
 - 5.7.5. Launches
 - 5.7.6. Receptions
- 5.8. Health Education: Hygienic-Postural Habits in Physical Education
 - 5.8.1. How to Study this Unit
 - 5.8.2. Joint by Joint
 - 5.8.3. Strength as a Basic Fundamental Physical Ability
 - 5.8.4. Resistance
 - 5.8.5. Speed
 - 5.8.6. Range of Motion
 - 5.8.7. Bibliographical References
- 5.9. New Methodological Proposals for a Physical Education of the 21st Century
 - 5.9.1. How to Study this Unit
 - 5.9.2. Contexts of Excellence, Creativity and Learning
 - 5.9.3. Learning Environments and Movement
 - 5.9.4. TIC-TAC in Physical Education
 - 5.9.5. Educational Gamification
 - 5.9.6. Bibliographical References



Module 6. Physical Education, Health and Values Education

- 6.1. Physical Education and Health
 - 6.1.1. Physical Education and Health
 - 6.1.2. Definition of Physical Education and its Relation to Health
 - 6.1.3. Physical Education and Health: Scientific Evidence
 - 6.1.4. Another Health-Related Term: Quality of Life
- 6.2. Physical Education and Health: Training in Primary Education (I)
 - 6.2.1. Fitness or Physical Condition
 - 6.2.2. Training and Adaptation
 - 6.2.3. Fatigue and Recovery
 - 6.2.4. Training Components
 - 6.2.5. Principles of Training
- 6.3. Physical Education and Health: Training in Primary Education (II)
 - 6.3.1. Athletic or Sporting Fitness
 - 6.3.2. Adaptation to Training
 - 6.3.3. Energy Systems of Energy Production
 - 6.3.4. Before You Start: Safety
 - 6.3.5. Conditional and Coordinative Capacities
- 6.4. Physical Education and Health: Training in Primary Education (III)
 - 6.4.1. Evaluation of the Intensity of Exertion in Physical Education
 - 6.4.2. Work of the Conditional Capacities in Physical Education: Primary Education
 - 6.4.3. Evaluation of Conditional Abilities in Physical Education: Primary Education
- 6.5. Physical Education and Health: Basic First Aid (I)
 - 6.5.1. Introduction and General Principles
 - 6.5.2. Evaluation of the Injured Person
 - 6.5.3. Order of Action: Basic Cardiopulmonary Resuscitation
 - 6.5.4. Consciousness Alterations. Lateral Safety Position
 - 6.5.5. Airway Obstruction: Asphyxias
- 6.6. Physical Education and Health: Basic First Aid (II)

- 6.6.1. Hemorrhages: Shock
- 6.6.2. Trauma
- 6.6.3. Injuries Due to Temperature
- 6.6.4. Neurological Emergencies
- 6.6.5. Other Emergencies
- 6.6.6. The First Aid Kit
- 6.7. Didactics of Physical Education in Relation to Health and Improvement of Quality of Life in Primary Education
 - 6.7.1. Hygiene in Physical Education
 - 6.7.2. Teaching First Aid in Primary Education
 - 6.7.3. Physical Activity and Health Contents
- 6.8. Didactics of Physical Education in Relation to Values Education in Primary Education
 - 6.8.1. Methodology of Education in Attitudes, Values and Norms
 - 6.8.2. Influence of the Social Context on Education in Attitudes, Values and Norms
 - 6.8.3. Attitude, Values and Standards Education Evaluation
 - 6.8.4. Educational Intervention in Attitudes, Values and Norms in Physical Education
- 6.9. Current and Future of Physical Education
 - 6.9.1. Physical Education Today
 - 6.9.2. The Future of Physical Education
- 6.10. The Physical Education Professional
 - 6.10.1. Characteristics of the Physical Education Professional
 - 6.10.2. Design of Activities in Physical Education

Module 7. Anatomical, Physiological and Psychological Bases of Physical Education

- 7.1. Introduction to the Human Body
 - 7.1.1. The Human Body
 - 7.1.2. Levels of Organization
 - 7.1.3. Anatomical Position and Directions
 - 7.1.4. Axes and Body Planes
 - 7.1.5. The Cell and Tissues
 - 7.1.6. The Cell: Size, Shape and Composition
 - 7.1.7. Tissues. Type: Conjunctive, Muscular, and Nervous
- 7.2. The Bone and Joint System. Bone Growth and Development
 - 7.2.1. The Bone System
 - 7.2.2. Anatomical Structure: The Skeleton
 - 7.2.3. Bone Tissue and Bone Types
 - 7.2.4. Functions of the Skeletal System
 - 7.2.5. The Articular System
 - 7.2.6. Bone Growth and Development
- 7.3. The Muscular System. Muscular Growth and Development
 - 7.3.1. The Muscular System
 - 7.3.2. Structure of the Muscular System. Fibers and Myofibrils
 - 7.3.3. Muscle Contraction Types of Contraction
 - 7.3.4. Functions of the Muscular System. Muscular Growth and Development
- 7.4. The Cardiorespiratory System. Evolutionary Characteristics of the System
 - 7.4.1. The Cardiorespiratory System
 - 7.4.2. Circulatory System
 - 7.4.3. Respiratory System
 - 7.4.4. Circulatory and Respiratory System Functions
 - 7.4.5. Basic Physiology of the Circulatory and Respiratory Systems
 - 7.4.6. Evolutionary Characteristics of the Cardiorespiratory System
- 7.5. The Nervous System. Physical Education Classroom Implications
 - 7.5.1. The Nervous System
 - 7.5.2. Anatomical Organization and Structure
 - 7.5.3. Functions

- 7.5.4. Evolutionary Characteristics and Implications of the System in Physical Education Classes
- 7.6. Blood
 - 7.6.1. Blood Characteristics
 - 7.6.2. Blood Plasma
 - 7.6.3. Formal Elements
 - 7.6.4. Red Blood Cells (Red Blood Cells)
 - 7.6.5. Leukocytes (White Blood Cells)
 - 7.6.6. Red Blood Cells and Coagulation
- 7.7. Energy Metabolism
 - 7.7.1. Energy Sources
 - 7.7.2. Carbohydrates
 - 7.7.3. Fats
 - 7.7.4. Proteins
 - 7.7.5. Bioenergy ATP production
 - 7.7.6. ATP-PC System or Alactic Anaerobic System
 - 7.7.7. Glycolytic or Lactic Anaerobic
 - 7.7.8. Oxidative or Anaerobic
 - 7.7.9. Energy Consumption at Rest and During Exercise
 - 7.7.10. Adaptations to Aerobic Training
 - 7.7.11. Causes of Fatigue
- 7.8. Evolutionary Characteristics of Human Behavior in Physical Education Classrooms
 - 7.8.1. Concept and Factors Influencing Student Growth and Development
 - 7.8.2. Psychological
 - 7.8.3. Neuromotor Area
 - 7.8.4. Cognitive Domain
 - 7.8.5. Socio-Affective Area
- 7.9. Psychology in Physical Education
 - 7.9.1. Human Behavior and Psychological Fields of Action in Physical Activity and Sport
 - 7.9.2. Psychology in Physical Activity and Sport: Praxis
 - 7.9.3. Problem Solving Techniques in Physical Activity and Sports
- 7.10. Development of Autonomy
 - 7.10.1. Control of One's Own Body
 - 7.10.2. The Evolution of Children's Autonomy

Module 8. Knowledge of Oneself, of the Environment and Personal Autonomy in Physical Education

- 8.1. Curricular Framework for Physical Education in Pre-School Education
 - 8.1.1. Body and Movement in the LOE
 - 8.1.2. The Domains of Experience and the Development of Motor Skills
 - 8.1.3. The Globalizing Approach to Early Childhood Education: Methodological Implications in Physical Education
- 8.2. The Construction of Identity and Knowledge of One's Own Body
 - 8.2.1. The Construction of Personal Identity
 - 8.2.2. Knowledge of One's Own Body
- 8.3. Body Language and the Construction of Personal Identity and Autonomy
 - 8.3.1. Conceptual Framework of Corporal Expression
 - 8.3.2. Body Expression in the Early Childhood Education Curriculum
 - 8.3.3. Symbolic Play and Dramatic Play as Methodological Resources in Body Language and Expression
- 8.4. The body and Interaction with the Environment I. Spatial Organization
 - 8.4.1. Spatial Organization
 - 8.4.2. The Ontogenesis of Spatial Organization
 - 8.4.3. Activities and Games for the Development of Spatial Organization
- 8.5. The Body and Interaction with the Environment II. Organizing Time
 - 8.5.1. Organizing Time
 - 8.5.2. Temporal Notions: Order, Duration and Rhythm
 - 8.5.3. Ontogenesis of Temporal Organization
 - 8.5.4. Motor Play as a Fundamental Element for the Development of Spatial-Temporal Organization
- 8.6. The Body and Interaction with the Environment II. Coordination
 - 8.6.1. What is General Dynamic Coordination?
 - 8.6.2. Evolution of Coordination
 - 8.6.3. Factors Influencing Coordination
 - 8.6.4. Motor Play in Early Childhood Education as an Important Element in Motor Development
 - 8.6.5. Didactic Orientations

- 8.7. Knowledge of the Natural Environment in Physical Education I. Activities in Nature
 - 8.7.1. Conditions of the Natural Environment that Stimulate Growth and Motor Skills
 - 8.7.2. Guidelines for AFMN Design
 - 8.7.3. Implications of Considering AFMN as School Content
- 8.8. Knowledge of the Environment in Physical Education II. Educational Aquatic Activities
 - 8.8.1. Motor Development in Water
 - 8.8.2. Evolution of Motor Patterns and Aquatic Skills
 - 8.8.3. Guidelines for the Design of Aquatic Activities
- 8.9. Physical Education and Interdisciplinary Work
 - 8.9.1. Interdisciplinarity in Early Childhood Education: The Globalizing Approach
 - 8.9.2. The Globalizing Approach in Physical Education
 - 8.9.3. Globalizing Methodologies in Physical Education: Motor Stories and Motor Songs
- 8.10. Professional Coordination
 - 8.10.1. The Importance of Teacher Coordination in Physical Education
 - 8.10.2. Teamwork

Module 9. Theory and Individual and Collective Practice of Motor and Pre-Sports Games in Early Childhood Education

- 9.1. Play
 - 9.1.1. Theoretical Approach to the Game Concept
 - 9.1.2. The Game and its Pedagogical Importance
- 9.2. Play and Creativity
 - 9.2.1. Play, Thinking and Creativity
 - 9.2.2. Game Classification
- 9.3. Play in Pre-School Education
 - 9.3.1. The Importance of Play in Early Childhood Education
 - 9.3.2. Specific Contents Related to Play in Early Childhood Education
 - 9.3.3. Methodological Criteria that Must Govern the Game
- 9.4. Components of the Motor Area
 - 9.4.1. Components of the Motor Area
 - 9.4.2. Classification and Development

- 9.5. Motor Skills in Early Childhood Education
 - 9.5.1. Motor and Psychomotor Development
 - 9.5.2. Factors Influencing Motor Development
 - 9.5.3. Motor Skills
- 9.6. The Motor Game
 - 9.6.1. Concept
 - 9.6.2. Classification
 - 9.6.3. Components and Aspects of Motor Play
- 9.7. Material Resources
 - 9.7.1. The Facilities
 - 9.7.2. The Toy
 - 9.7.3. Materials
 - 9.7.4. Safety of Toys and Materials
- 9.8. Games
 - 9.8.1. Traditional and Popular Games
 - 9.8.2. Symbolic Development, Dramatization and Expression Games. Motor Story
 - 9.8.3. Motor Skills Development Games: Circuits, Gymkhanas and Learning Environments
- 9.9. Intelligence and the Theory of Multiple Intelligences from a Gaming Perspective
 - 9.9.1. The Theory of Multiple Intelligences
 - 9.9.2. The Role of Gaming in this Theory
- 9.10. The Design of the Motor Game
 - 9.10.1. General Considerations
 - 9.10.2. The Design of the Motor Game

Module 10. Artistic and Expressive Physical Activities: Dance, Rhythm and Body Expression

- 10.1. Fundamentals of Artistic and Expressive Physical Activities
 - 10.1.1. Justification in the Early Childhood Education Curriculum
 - 10.1.2. Area 1: Self-Awareness and Personal Autonomy
 - 10.1.3. Area 2: Languages: Communication and Representation
 - 10.1.4. Historical and Social Evolution
- 10.2. Artistically Expressive Physical Activities in Education: Transversality
 - 10.2.1. Skills
 - 10.2.2. Area 1: Knowledge of the Environment
 - 10.2.3. Area 2: Languages: Communication and Representation
- 10.3. Pedagogical Bases of Corporal Expression
 - 10.3.1. The Body Expression
 - 10.3.2. The Body and Space
 - 10.3.3. Body Expression Techniques
- 10.4. Body Expression: The Body
 - 10.4.1. Body Scheme
 - 10.4.2. Tonic Regulation
 - 10.4.3. Postural Adjustment
 - 10.4.4. Balance and Body Alignment
 - 10.4.5. Laterality
 - 10.4.6. Motor Coordination
 - 10.4.7. Relaxation
- 10.5. Pedagogical Bases of Rhythmic Activities
 - 10.5.1. Music
 - 10.5.2. The Weather
 - 10.5.3. The Rhythm
 - 10.5.4. The Movement
 - 10.5.5. Methodology
- 10.6. Pedagogical Bases of Dance
 - 10.6.1. Definition of Dance
 - 10.6.2. Dance Forms
 - 10.6.3. Dance Dimensions
 - 10.6.4. Elements of Dance
 - 10.6.5. Objectives, Aspects and Classification of Dance
 - 10.6.6. Choreography
 - 10.6.7. Methodology
- 10.7. Psychological Bases of Rhythm and Body Expression
 - 10.7.1. Multiple Intelligences
 - 10.7.2. Emotions
 - 10.7.3. Personality
- 10.8. Psychological Bases of Dance
 - 10.8.1. Attention
 - 10.8.2. Motivation
 - 10.8.3. Creativity
 - 10.8.4. Learning and Memory
- 10.9. Dance at School
 - 10.9.1. Choreographed Dances
 - 10.9.2. Creative Dances
 - 10.9.3. Methodology of Dance Activities
- 10.10. Programming and Evaluation
 - 10.10.1. Programming in the First Cycle of Early Childhood Education
 - 10.10.2. Evaluation in the First Cycle of Early Childhood Education
 - 10.10.3. Programming in the Second Cycle of Early Childhood Education
 - 10.10.4. Evaluation in the Second Cycle of Early Childhood Education

06

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.



“

Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

“

Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.

Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.



At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

*Relearning will allow you to learn with less effort
and better performance, involving you more in
your specialization, developing a critical mindset,
defending arguments, and contrasting opinions:
a direct equation to success.*

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

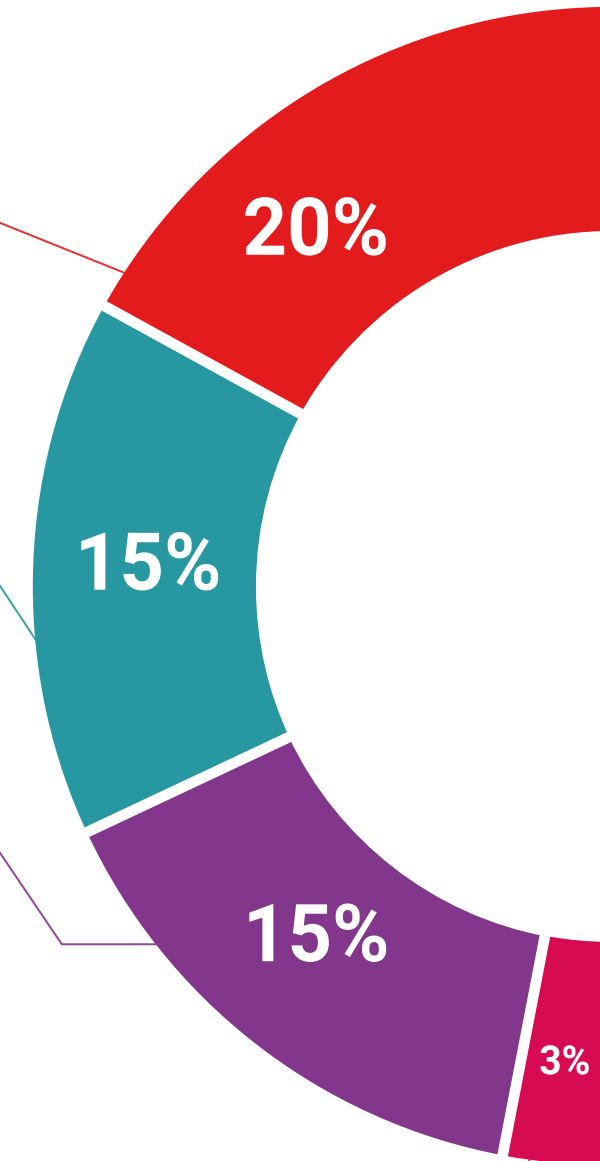
The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

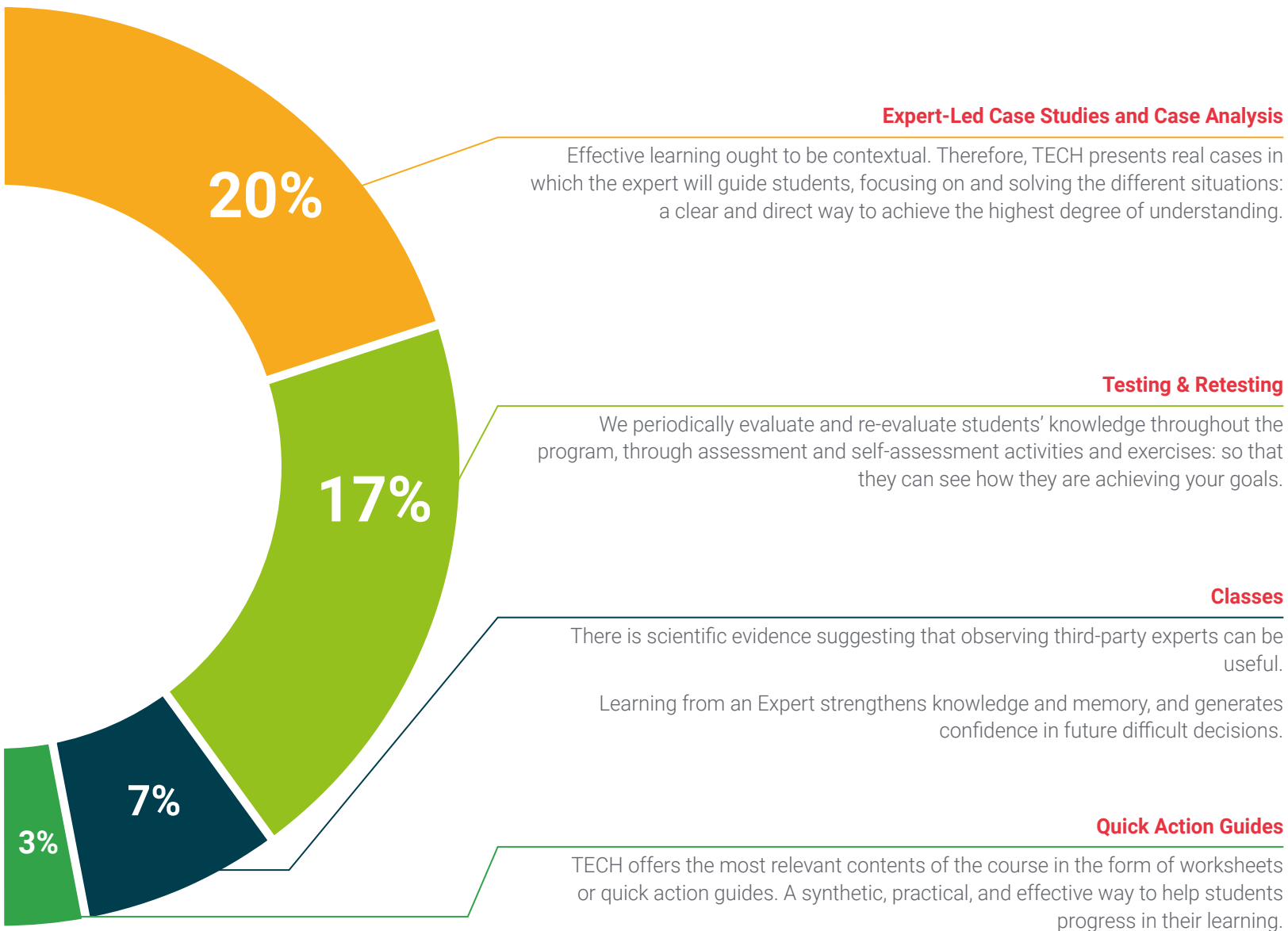
This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





06 Certificate

The Master's Degree in Child Psychomotricity for Teachers guarantees you, in addition to the most rigorous and up-to-date training, access to a Master's Degree issued by TECH Global University.



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*Successfully complete this program
and receive your university degree
without travel or laborious paperwork”*

This program will allow you to obtain your **Master's Degree diploma in Child Psychomotricity for Teachers** endorsed by **TECH Global University**, the world's largest online university.

TECH Global University is an official European University publicly recognized by the Government of Andorra ([official bulletin](#)). Andorra is part of the European Higher Education Area (EHEA) since 2003. The EHEA is an initiative promoted by the European Union that aims to organize the international training framework and harmonize the higher education systems of the member countries of this space. The project promotes common values, the implementation of collaborative tools and strengthening its quality assurance mechanisms to enhance collaboration and mobility among students, researchers and academics.

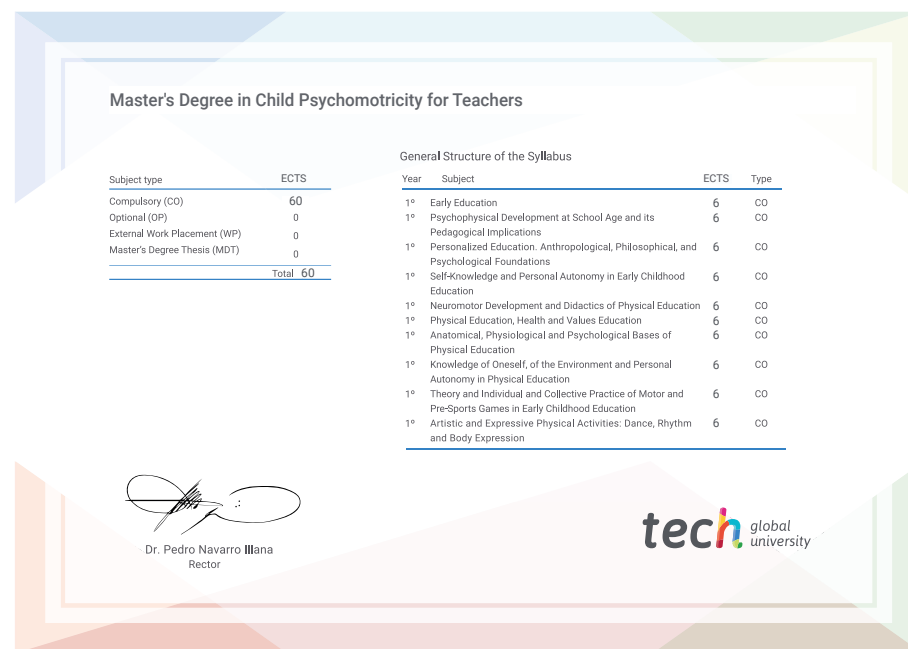
This **TECH Global University** title is a European program of continuing education and professional updating that guarantees the acquisition of competencies in its area of knowledge, providing a high curricular value to the student who completes the program.

Title: **Master's Degree in Child Psychomotricity for Teachers**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**





Master's Degree
Child Psychomotricity
for Teachers

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Global University
- » Credits: 60 ECTS
- » Schedule: at your own pace
- » Exams: online

Master's Degree

Child Psychomotricity for Teachers

