Professional Master's Degree

Child Psychomotricity

Endorsed by the NBA

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Professional Master's Degree
Child Psychomotricity

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

Website: www.techtitute.com/us/sports-science/professional-master-degree/master-child-psychomotricity

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01

Introduction

The development of motor skills is one of the ongoing objectives in any high-quality teaching methodology. In the field of physical education this task becomes one of the most important teaching considerations of the early childhood academic cycle since it directly affects the brain plasticity of this age group. This program offers an intensive and thorough tour of the knowledge that the physical education teacher in the early childhood education cycle must master in order provide efficiency and excellence in this field to any educational center.

Acquire the ability to work on Child Psychomotricity and gain a wider understanding of brain development thanks to this Professional Master's Degree created for the physical education teacher"

Activities aimed at promoting the development of psychomotor skills in the early childhood education stage necessitate extensive and up-to-date development for teachers This course will allow them to plan and apply strategies, dynamics and interventions aimed at working on brain plasticity, unlocking all the benefits that these activities have on students.

This high-intensity program offers the physical education professional the most relevant theoretical and practical knowledge for application in the early childhood cycle, providing a unique opportunity for professional growth.

This course is 100% online, adapting to the needs and commitments of the student, in an asynchronous and completely self-manageable way. The student will be able to choose which days, at what time and how much time to dedicate to the study of the contents of the program. Always in tune with their relevant abilities and skills.

The wide range of subjects and their topics are designed to allow each student to decide on their level of commitment and organize their time. For this purpose, you will have at your disposal theoretical materials presented through enriching texts, multimedia presentations, exercises and guided practical activities, motivational videos, master classes and case studies, where you will be able to use your knowledge effectively and develop decision making skills that demonstrate your high level of education within this field of teaching.

A high-level Professional Master's Degree for those students who wish to surround themselves with the best and increase their competitiveness to excel in their profession, not only for personal gratification, but also with the ultimate objective of wanting to make a difference in the education of their students.

This **Professional Master's Degree in Child Psychomotricity** contains the most complete and up-to-date scientific program on the market. Its most notable features are:

- The development of 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 which they contain, provide scientific and practical information on the disciplines that are essential for professional practice
- The latest news on the educational work of the early childhood education teacher
- Practical exercises where the students undertake self-assessment 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

Develop your knowledge in child psychomotor skills and give your qualifications a high-quality boost designed for teaching in this area"

With a multitude of practical case studies to develop your learning as if you were facing real situations"

We boost your development with the best educational tools for online teaching.

This 100% online Professional Master's Degree will allow you to combine your studies with your professional work while increasing your knowledge in this field.

Its teaching staff includes professionals in the field of Physical Education, who pour their work experience into this course, as well as renowned specialists from leading societies and prestigious universities.

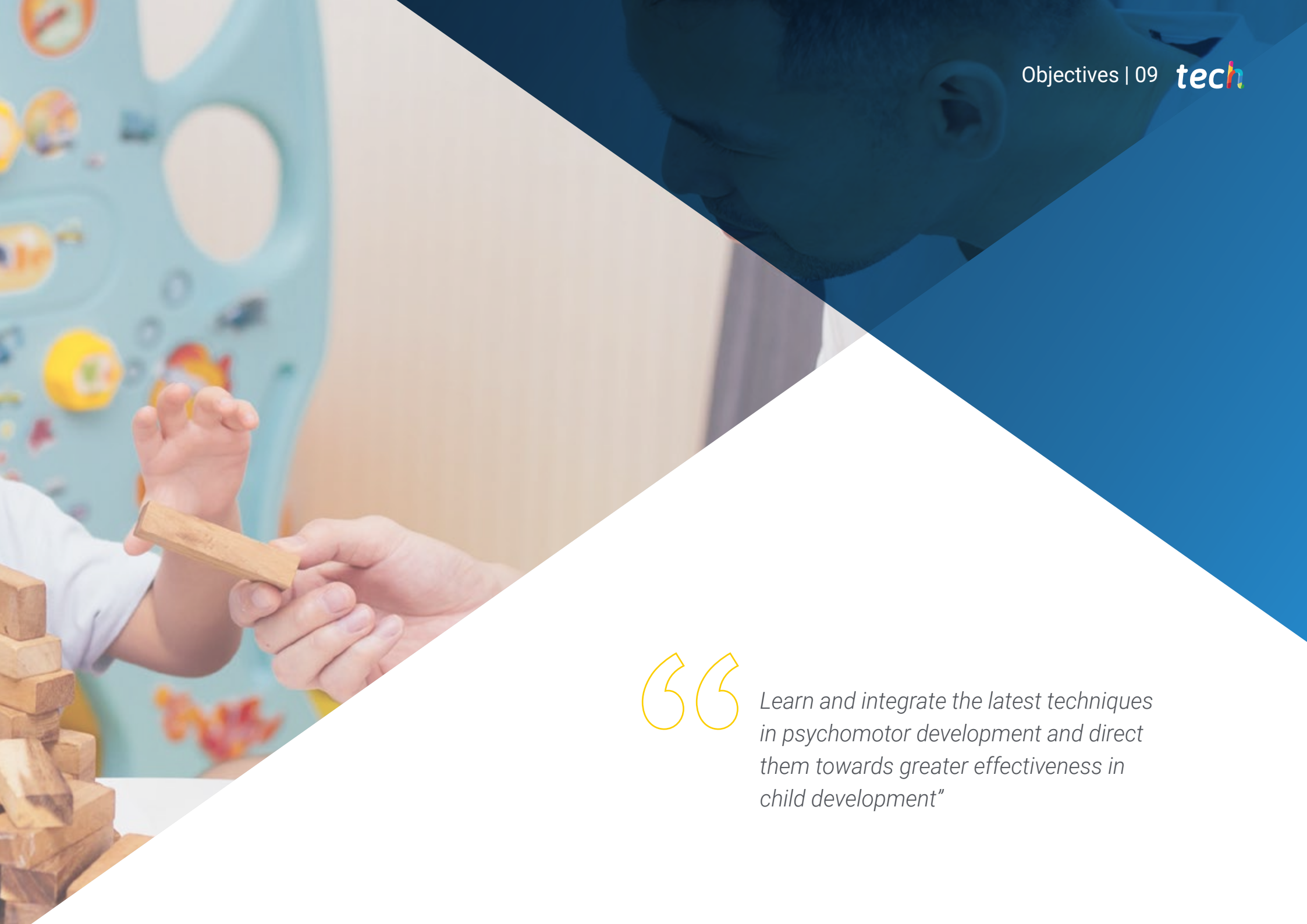
The multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education experience designed to prepare for real-life situations.

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 specialist will be assisted by an innovative interactive video system created by renowned and experienced experts in Child Psychomotricity.

02

Objectives

An intensive, efficient and flexible study process that will raise you to the pinnacle of teaching in the field of elementary physical education, with a specific focus on the development of psychomotor skills. This effective approach will enable you to study and quickly integrate the contents and apply them almost immediately to your professional practice.



Learn and integrate the latest techniques in psychomotor development and direct them towards greater effectiveness in child development"

General Objective

- Help students to develop their practices in the area of early childhood education, taking into account the psychomotor characteristics of their students and encouraging physical activities and healthy habits

A development of skills and competencies at the highest level that will give your CV a highly competitive boost"

Specific Objectives

Module 1. Early Education

- Know the latest research on child development
- Build an overall view of the developmental processes that comprise it
- 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 of the human being in the different stages

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

- Analyze the processes of child development from a physical point of view
- Understand the processes of cognitive development
- Promote 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
- Consider professional and intellectual concerns in order to learn to be good professionals
- Know the different pedagogical foundations of Education
- Identify the different learning opportunities in personalized education
- Elaborate the necessary tools for proper organization of the center
- Internalize teacher development for an effective 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 self-concept and self-esteem, one of the most rewarding tasks of the Early Childhood Education teacher
- Learn about factors that facilitate the development of autonomy in the classroom and some key elements for the separation-individuation process
- Address these aspects and how they interact with each other to have a holistic view of the process at this educational stage
- Identify warning signs relating to the student's level of self-esteem
- Know how to evaluate 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 effective neuromotor development
- Grasp the elements and characteristics of the body schematic
- Use the fundamentals of motor play as an educational tool
- Competencies, objectives, contents and evaluation process
- Implement new methodological strategies in the classroom
- Apply strategies and methodologies for effective neuromotor development in the early childhood education stage

Module 6. Physical Education, Health and Education in Values

- Know the relationship between Physical Education and Health and its importance in improving the quality of life of the person
- Know the relationship between Physical Education and Education in Values and its importance in the integral education of the person
- Know the basics of physical training at school age
- Know basic first aid for the most common problems in a 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

- In-depth study of the contribution of Physical Education in the development of the curricular areas of Early Childhood Education

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 motor game, its components, the material resources for its development and an important variety of games to put into practice in the school

Module 10. Artistic-Expressive Physical Activities: Dance, Rhythm and Corporal 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

This program has been designed so that the professional who studies it, after passing the assessments of the Professional Master's Degree in Child Psychomotricity, will acquire the necessary skills to work in the early childhood education cycle, with the best preparation and updating in this sector.

A qualitative advance that will equip you with the most up-to-date knowledge and techniques in this field"

General Skills

- Know the objectives, curricular contents and evaluation criteria for Early Childhood Education
- Promote and facilitate learning in early childhood, from a global and integrative perspective taking into account the different cognitive, emotional and psychomotor dimensions
- Possess and understand knowledge in their field of study that builds on the foundation of general secondary education. While relying on advanced textbooks, it also includes some aspects that involve knowledge from the forefront of this field of study
- Apply your knowledge to your work or vocation in a professional manner and possess the skills needed for development and defence of arguments and problem solving within your area 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

- Know 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
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators
- Know the school curriculum of social sciences
- Recognize the features of the stage and its cognitive, psychomotor, communicative, social, 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 exercise a 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 special motor, affective and cognitive needs and the ability to implement them in the classroom
- Master the psychomotor development evaluation process, as well as the didactic orientations 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 classroom
- 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

04

Structure and Content

The contents have been elaborated by high-level professionals in the educational arena, with extensive experience and recognized expertise in teaching. A cadre of professional experts who will allow you to acquire a realistic and tailored view of work in this educational cycle.

Keeping up to date is the only way to be competitive in an ever-changing environment. Get ahead of the curve with this Professional Master's Degree and compete with the best"

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 to Achieve 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
- 2.3.3. Prenatal Stimulation
- 2.3.4. The Birth Process
- 2.3.5. Difficulties During Birth
- 2.3.6. Breastfeeding
- 2.3.7. The Newborn Baby

2.4. Physical Development from 0 to 3 Years
- 2.4.1. Maturation and Growth
- 2.4.2. Motor Capabilities
- 2.4.3. Sensory Capabilities

2.5. Cognitive Development from 0 to 3 Years
- 2.5.1. Piagetian Approach: Sensorimotor Stage
- 2.5.2. Information Processing Approach

2.6. Social and Emotional Development from 0 to 3 Years Old
- 2.6.1. Recognition of Others and the Self: Socialization and Self-Differentiation
- 2.6.2. Sexual Identity
- 2.6.3. Social Influences on Infant Development
- 2.6.4. Temperament
- 2.6.5. The First Emotions of the Child
- 2.6.6. Attachment

2.7. Physical Development from 3 to 6 Years Old
- 2.7.1. Maturation and Growth
- 2.7.2. Motor Skills
- 2.7.3. Brain Maturation

2.8. Cognitive Development from 3 to 6 Years Old
- 2.8.1. Piagetian Approach: Preoperational Stage
- 2.8.2. Vygotskian Approach
- 2.8.3. Information Processing Approach

2.9. Social and Emotional Development from 3 to 6 Years Old
- 2.9.1. Development of Self-concept and Autonomy
- 2.9.2. Development of Sexual Identity
- 2.9.3. Play and Relationships with Other Children
- 2.9.4. Relationships with Adults
- 2.9.5. Emergence of Social Emotions
- 2.9.6. Emotional Intelligence in Early Childhood

2.10. Child Development from 7 to 12 Years Old
- 2.10.1. Physical and Motor Development
- 2.10.2. Cognitive Development
- 2.10.3. 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 Development 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 Personalized Education Is and What It 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. Promoting 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 Students Should 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. The Evaluation of the Significant Learning of the Learner
- 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 Student Body
- 3.6.4. The Teaching Staff
- 3.6.5. The Families
- 3.6.6. The School Center as an Organization and as a Unit
- 3.6.7. Indicators to Evaluate the Educational Personalization of a School Center

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 Related to 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 Schematic 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 Physical Education in 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

5.10. Programs and Tools for the Promotion of Self-Concept, Self-Esteem and Autonomy and other Key Aspects
- 5.10.1. How to Study this Unit?
- 5.10.2. Educating Self-Concept
- 5.10.3. Program to Work on Self-Esteem
- 5.10.4. Habits and routines in the Early Childhood Classroom
- 5.10.5. Thinking Routines for Working on Self-Concept
- 5.10.6. Strategies and Management of Emotions in Early Childhood Education
- 5.10.7. Cognitive and Metacognitive Strategies in Early Childhood Education

Module 6. Physical Education, Health and Education in Values

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 Conditional Abilities 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 Topics

6.8. Physical Education Didactics 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. Present 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. Cardiorespiratory System Evolutionary Characteristics of the System
- 7.4.1. 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 for 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 Holistic Approach to Early Childhood Education: Methodological Consequences 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 Spatio-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 Holistic Approach
- 8.9.2. The Holistic Approach in Physical Education
- 8.9.3. Holistic 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. Facilities
- 9.7.2. Toys
- 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, 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-Expressive Physical Activities: Dance, Rhythm and Corporal 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 3: Languages: Communication and Representation
- 10.1.4. Historical and Social Evolution

10.2. Artistic-Expressive Physical Activities in Education: Transversality
- 10.2.1. Skills
- 10.2.2. Area 2: Knowledge of the Environment
- 10.2.3. Area 3: 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 Schematic
- 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

05

Methodology

This academic program offers students 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"

Case Study to contextualize all content

Our program offers a revolutionary approach to developing skills and knowledge. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

At TECH, you will experience a learning methodology that is shaking the foundations of traditional universities around the world"

You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

A learning method that is different and innovative

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

> *Our program prepares you to face new challenges in uncertain environments and achieve success in your career"*

The case method is the most widely used learning system in the best faculties in the world. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

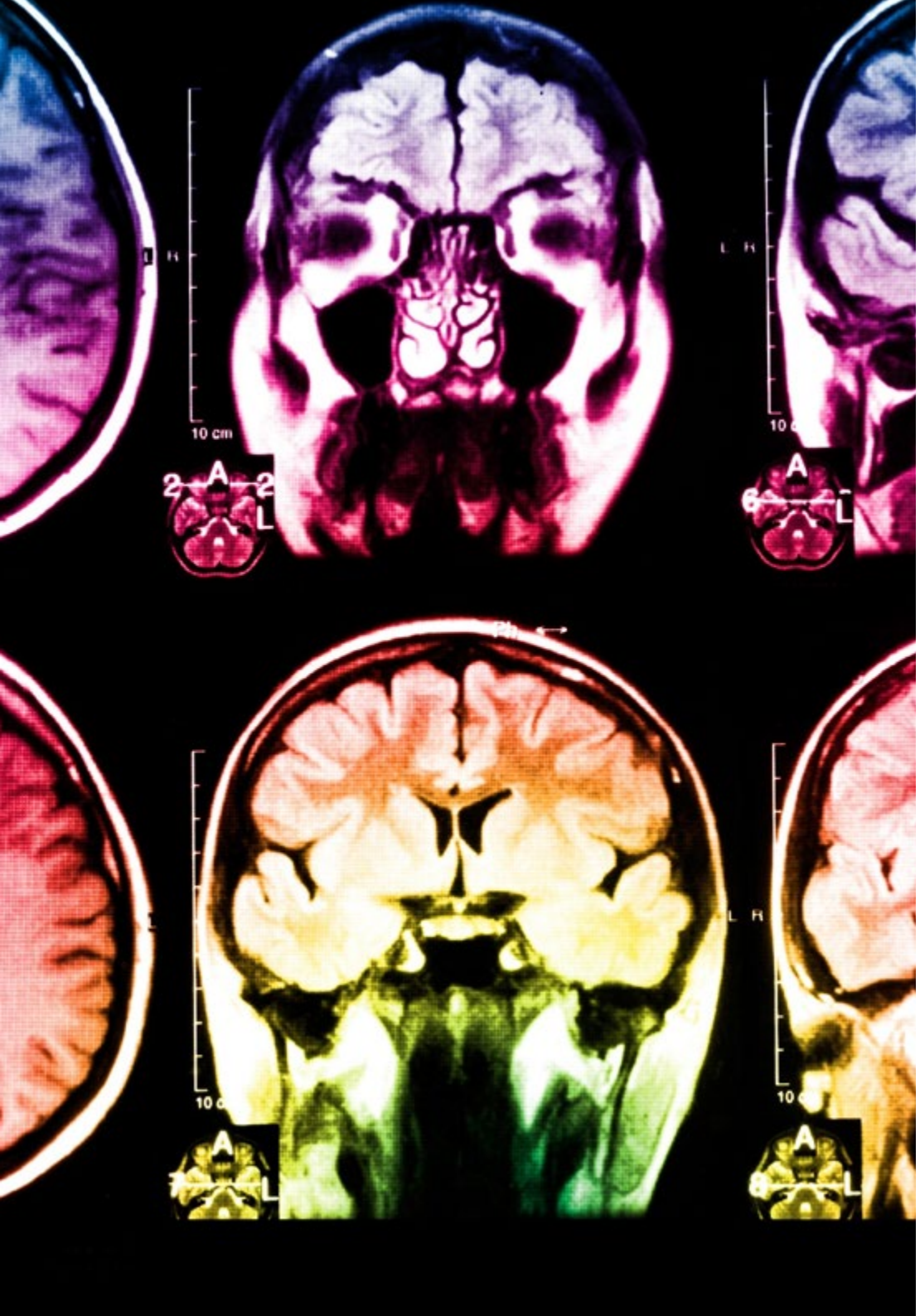
TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH, you will learn using a cutting-edge methodology designed to train the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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. With this methodology, we have trained more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 training, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.

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

Study Material

All teaching material is produced by the specialists who teach the course, specifically for the course, so that the teaching content is highly 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.

Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

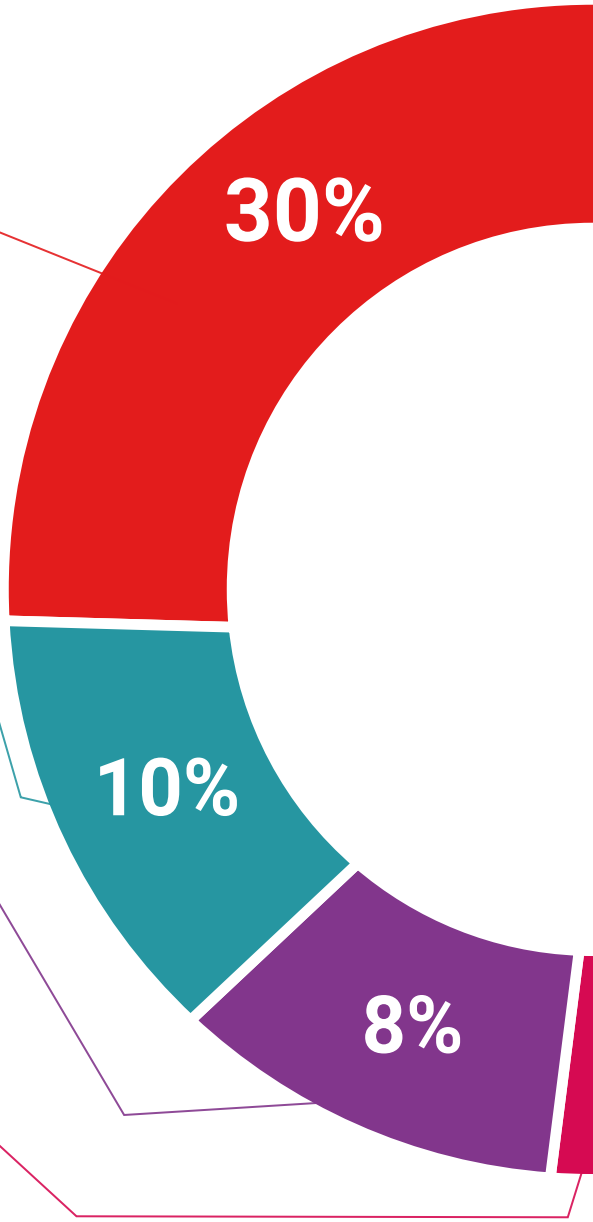
Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.

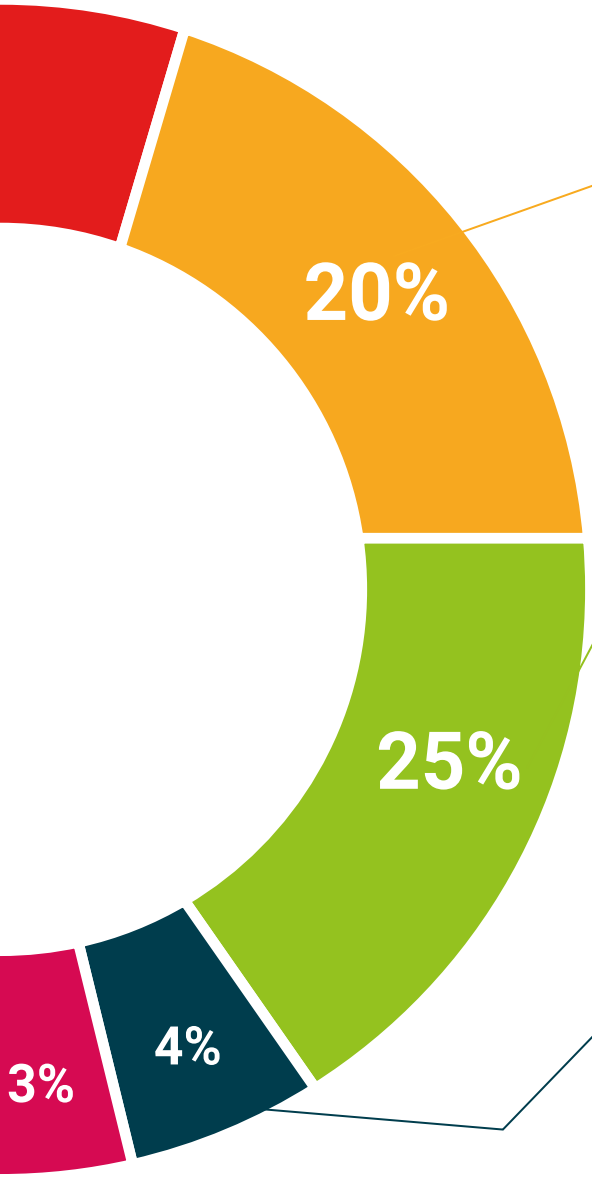
Practising Skills and Abilities

They will carry out activities to develop specific competencies and skills in each thematic area. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.

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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this situation. Cases that are presented, analyzed, and supervised by the best specialists in the world.

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 educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".

Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises, so that they can see how they are achieving their goals.

06

Certificate

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

Successfully complete this program and receive your university qualification without having to travel or fill out laborious paperwork"

This program will allow you to obtain your **Professional Master's Degree diploma in Child Psychomotricity** 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: **Professional Master's Degree in Child Psychomotricity**

Modality: **online**

Duration: **12 months**

Accreditation: **60 ECTS**

tech global university

Mr./Ms. _____ with identification document _____
has successfully passed and obtained the title of:

Professional Master's Degree in Child Psychomotricity

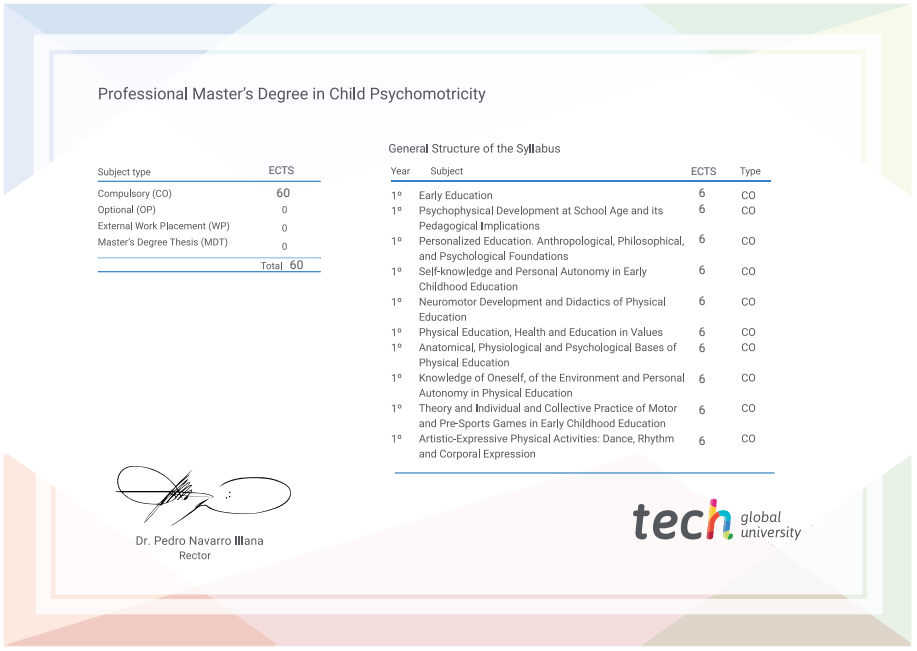
This is a program of 1,500 hours of duration equivalent to 60 ECTS, with a start date of dd/mm/yyyy and an end date of dd/mm/yyyy.

TECH Global University is a university officially recognized by the Government of Andorra on the 31st of January of 2024, which belongs to the European Higher Education Area (EHEA).

In Andorra la Vella, on the 28th of February of 2024

Dr. Pedro Navarro Illana
Rector

This qualification must always be accompanied by the university degree issued by the competent authority to practice professionally in each country. Unique TECH Code: AFWORD23S techtitute.com/certificates


Professional Master's Degree in Child Psychomotricity

Subject type	ECTS
Compulsory (CO)	60
Optional (OP)	0
External Work Placement (WP)	0
Master's Degree Thesis (MDT)	0
Total	60

General Structure of the Syllabus

Year	Subject	ECTS	Type
1º	Early Education	6	CO
1º	Psychophysical Development at School Age and its Pedagogical Implications	6	CO
1º	Personalized Education. Anthropological, Philosophical, and Psychological Foundations	6	CO
1º	Self-knowledge and Personal Autonomy in Early Childhood Education	6	CO
1º	Neuromotor Development and Didactics of Physical Education	6	CO
1º	Physical Education, Health and Education in Values	6	CO
1º	Anatomical, Physiological and Psychological Bases of Physical Education	6	CO
1º	Knowledge of Oneself, of the Environment and Personal Autonomy in Physical Education	6	CO
1º	Theory and Individual and Collective Practice of Motor and Pre-Sports Games in Early Childhood Education	6	CO
1º	Artistic-Expressive Physical Activities: Dance, Rhythm and Corporal Expression	6	CO

Dr. Pedro Navarro Illana
Rector

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*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH Global University will make the necessary arrangements to obtain it, at an additional cost.

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Professional Master's Degree

Child Psychomotricity

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

Professional Master's Degree

Child Psychomotricity

Endorsed by the NBA

tech global university