

Dcm

the factor ImxtanT **mmoria** enl s 1 and s is in operation intlctual withthe procsamiento d rlación information. Vygotsky, the Studio's pnsamiento and rlación entrll mmoria, considra k 'xal child pkño Pnsar rcordar means. "actuals cntran ls Tories in their studios and evolutionary aspctos sist + d ls almacnamiento, coding and rcupración. to2yos, + imxtants DSDL d point d view education as prmitn k xa conocr dífrnts Stratgie mmoria enl work the short term niño.la mmoria data prmit rtnr brv durant 1 time. x ejmplo, l child may rcordarl mobile toy snide d 1 d inmdiatamnt DSPU hear pro, if not seek Stratgie xa s k x + rtnga what time, what olvidará.la ls mmoria minutes long term and prmit rcode exos expriencias k occurrn d over a lifetime. enl case d ls children, their expriencia s cm short, st type d mmoria consist rcordar expriencias d antriors years.

dl d dsarroyo cognitive stages 0 to 2 añ os. dbid período ls st ak in children, through aprndn principlalmnt d ls l senti2 movement piagt what dnomina período d intligncia snsoriomotora. lag time k ls DSDL birth till 2 years, piagt divides into 6 stages, children go ls k ls adkiriendo world every 1 concpto dl vz + booked. Primroses and sgunda stages. durant ls 2 ls aprndizajs Primroses stages revolve around the body dl BBE, pusto corxal contact with utilizanl k ls ls prsnas cm objtos and MDIO adkirir xa new knowledge. durant producñ stas 2 stages s lo k piagt dnomina raccions circulars primarias.trcra and fourth stages. happening here, d turn everything around the body dl BBE, to engage in dsarroyo to objtos and prsnas. ls d ls sn raccions stages scundarias.kinta circulars and sxta stages. enl d sgundo years children begin life ls d exprimntando through their own action DSPU xa d switch to set all pnsamiento.l stas sn ls raccions accions trciarias circulars.

psychomotor a technique that tends to favor the domain of body movement and the relationship and communication that the child will develop with the world around him.

psychomotor instrumental: defended by Henry Vayer, this model tries to act on the basic motor drive as balance and coordination, as neuromotrices behaviors laterality and perceptual-motor behaviors such as spatial organization, spatial-temporal, temporal structuring and rhythm.

psychomotor relational defended by Andre Lapierre, is based on free play, in spontaneous activity from the objects that the child has. The basic objective is to facilitate the expressivist psychomotor, understood as the way of being and the child in the world.

1970. Spain. French influence. García Núñez, psychomotor and preschool education, defends the 2 basic tools to develop the psychomotor skills that are language and bodily activity proposed motor activities appropriate to different educational levels.