ABSTRACT

PRACTICE SCHEDULE AND FREEDOM OF CHOICE ON THE ACQUISITION OF MOTOR SKILLS

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Recently the effects of practice schedules on motor skills learning have been investigated under a non-equilibrium model known as Adaptive Process. There are indicatives that, firstly, it has necessity of constant practice to form the skill's structure and, later, of random practice to further its diversification. However, studies about practice schedules incite inquiries related with the effects of practice schedule that includes some freedom of choice of the learners in the adaptive process. Thus, the purpose of this study was to investigate the effects of different practice schedules with freedom of choice on learning of motor skills. It was carried out one experiment that consisted of two phases: stabilization and adaptation. In the stabilization phase 120 children were assigned into six groups formed by association between constant and constant-random practice schedules and different kinds of freedom of choice (sequence or components). In the adaptation phase, the learners were submitted to perceptual-motor task modification. The results allowed to conclude that constant practice schedule with freedom in the components choice provided better adaptation to the new task.

Keywords: Practice schedule, freedom of choice, motor learning, adaptive process.