IMPACT OF PSYCHOMOTOR ABILITY ON SUCCESS IN LEARNING

Abstract
In order to determine the influence of anthropological space of psychomotor and cognitive skills and their association with success in learning, research was conducted in part on a simple random sample of 200 female high school population of entities, described by seven sets of primary psychomotor indicators and a set of general indicators of success in learning. By the criterion of formal representation of kinesiology education classes in the curriculum, the sample was stratified on the subsamples with two or four hours a week. To determine the influence of predictor variables in the system of psychomotor criterion variable success in teaching applied regression analysis. According to the actual parameters in multiple linear regressions, it confirmed the initial assumption that the system of psychomotor variables and variables of the general student success in high school there is a statistically significant association. Then it was concluded that the results do not contradict current scientific knowledge and the actual connection psychomotor and cognitive dimensions of anthropological space. The data indicate the need for transition model curriculum of the treated population in favour of their biosocial integrity of its entities.

Key words: psychomotor skills, cognitive abilities, regression, female pattern, Middle School