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The learning effects of the fencing on concentrated attention, a work memory and driving reaction time

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Treated as one of the biggest challenges in the Brazilian educational system, school failure, despite being multi-causal, is closely linked to learning difficulties associated with aspects of cognition, with special attention to the Executive Control of Memory, which in this study will be represented by the variables: Working Memory (MT), Concentrated Attention (AC) and Motor Reaction Time (TRM). Under neuropsychological aspects, the executive control of memory comprises closely linked phenomena and mechanisms and learning, such as: cognitive flexibility, decision making, attention mechanisms, inhibitory control, selection and integration of current information with information already memorized, in addition to planning and monitoring their own learning and performance. This form of cognitive ability is defined by renowned researchers in the "field" as being preponderant to human learning and performance. Dysfunctions in the executive control of memory are commonly a reflection of innate or non-innate psychopathological issues, may be associated with other comorbidities, and are determinants of school failure in a significant number of Brazilian students. Thus, the main objective of this research project is to verify the impact of the practice of the fighting modality Fencing on the executive control of the memory of students from the public school system, participants of this action research, included in psychopedagogical care for issues related to learning difficulties cognitive. The Field Research technique will be used in this study, with the process of testing the variables under study in moments before and after the intervention with fencing classes. The data obtained in the testing process will be treated in a descriptive statistical perspective. For the inference of the data obtained, the Student T Test for dependent samples will be used. To verify the distribution of data, the Shapiro-Wilk test will be used. As a result, research participants are expected to obtain statistically significant results in the studied variables.

Keyword: Fencing; executive control of memory; learning.

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