

# [Motor learning and performance chapter 1 book notes](https://assignbuster.com/motor-learning-and-performance-chapter-1-book-notes/)

skillcapacity to control out bodies and the world around usskill and actionsactivities or tasks that require voluntary control over movements of the joints and body segments to achieve a goal ONMOTOR LEARNING AND PERFORMANCE CHAPTER 1 BOOK NOTES SPECIFICALLY FOR YOUFOR ONLY$13. 90/PAGEOrder Nowmotor learningthe acquisition of motor skills, the performance enhancement of learned or highly experienced motor skills or the reacquisition of skills that are difficult to perform or cannot be performed because of injury or diseasemotor controlhow our neuromuscular system functions to activate and coordinate the muscles and limbs involved in the performance of a motor skillmotor developmenthuman development from infancy to old age with specific interest in issues related to either motor learning or motor control3 factors the influence motor performancemotor skill, performance environment, physical and psychological characteristics of the person performing the skillbehavioral levelresearchers investigate questions by observing and analyzing human behavior as it is affected by the 3 influencesneurophysiological levelresearchers directly or indirectly observe central and peripheral nervous system components as they interact with muscles involved in performing skillsskillactivity or task that has a specific purpose or goal to achieve, indicator of quality of performance3 criteria of a skillextent to which person can consistently achieve the goal, extent to which person can achieve goal under different conditions assess individuals level of skill and degree of efficiencycentral concern of motor learningunderstanding the charcteristics of skill and how we become skillfulpurpose of a motor skillcause some type of change in the environment or in the persons relation to the enviornmentcognitive skillskill that requires mental activity, decision making problem solving and rememberingcharacteristcs of motor skills and actionsgoal to achieve, performed voluntarily, requires movement of joints and body segments, need to be learned or relearnedbasis for distinguishing motor skills from other skillsrequires movement of joints and body parts to accomplish goalmovementsspecific patterns of motion among joints and body segments used to accomplish action goalsmovementscomponent parts of motor skillsone to manyone movement pattern could be used to achieve many goalsneuromotor processesmechanisms within central and peripheral nervous system and muscular system that control movements and actions3 reasons why movements are distinct from motor skillspeople learn actions when they begin to learn or relearn motor skills, people adapt movement characteristics to achieve a common action goal, people evaluate motor skill performance movements and neuromotor processes with different measurescontinuum approachallows a skill to be classified in terms of which category the skill is more like rather than fitting one exclusivelycharacteristic that distinguishes categories of motor skillsthe primary muscle groups needed to perform the skillgross motor skillmotor skill that requires the use of large musculature to achieve a goalfine motor skillrequires control of small muscles to achieve goal, hand eye coordination, precision with hands and fingersserial motor skillmotor skill involving a series of discrete skillsdiscrete motor skillmotor skill with clearly defined movement beginning and end points usually requires a simple movementcontinuous motor skillmotor skill with arbitrary movement beginning and end points, involves repepitive movementsenvironmental contextsupporting surface, objects, and people involved in enviornent in which a skill is performedstabilityrefers to whether the relevant environmental context features are stationary or in motionclosed motor skillmotor skill performed in a stationary environment where person determines when to begin the action, self pacedopen motor skillmotor skill performed in a moving environment where the feature of the environmental context in motion determines when to begin actiongeneral characteristics of all skills gentileenvironmental context in which one performs the skill and the function of the action characterizing the skilltaxonomyclassification system organized according to relationships among the component charcteristics of the group of items or objectsregulatory conditionsfeatures of the environmental context to which movements must conform if they are to achieve the action goalintertrial variabilityrefers to whether the regulatory conditions associated with the performance of a skill change or stay the samenonregulatory conditionsfeatures of the environmental context that have no influence or only an indirect influence on movement characteristicsfunction of actiondetermined by deciding whether or not performing a skill involves moving the body from one location to another and whether or not the skill involves holding or using an objectbody orientationrefers to the changing or maintaining of body locationbody stabilityrefers to skills that involve no change in body locationbody transportrefers to skills that require the body to move from one place to anotherobject manipulationrefers to maintaining or changing the position of an object