

Motor learning and performance chapter 1 book notes



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skill capacity to control our bodies and the world around us skill and actions activities or tasks that require voluntary control over movements of the joints and body segments to achieve a goal

MOTOR LEARNING AND PERFORMANCE CHAPTER 1 BOOK NOTES SPECIFICALLY FOR YOU

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motor learning the 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 disease

motor control

how our neuromuscular system functions to activate and coordinate the muscles and limbs involved in the performance of a motor skill

motor development

human development from infancy to old age with specific interest in issues related to either motor learning or motor control

3 factors that influence motor performance

motor skill, performance environment, physical and psychological characteristics of the person performing the skill

behavioral level

researchers investigate questions by observing and analyzing human behavior as it is affected by the 3 influences

neurophysiological level

researchers directly or indirectly observe central and peripheral nervous system components as they interact with muscles involved in performing skill

skill activity or task that has a specific purpose or goal to achieve, indicator of quality of performance

3 criteria of a skill

extent to which person can consistently achieve the goal, extent to which person can achieve goal under different conditions

assess individual's level of skill and degree of efficiency

central concern of motor learning

understanding the characteristics of skill and how we become skillful

purpose of a motor skill cause some type of change in the environment or in the person's relation to the environment

cognitive skill

skill that requires mental activity, decision making problem solving and

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remembering characteristics of motor skills and actions goal to achieve, performed voluntarily, requires movement of joints and body segments, need to be learned or relearned basis for distinguishing motor skills from other skills requires movement of joints and body parts to accomplish goal movements specific patterns of motion among joints and body segments used to accomplish action goals movements component parts of motor skills one to many one movement pattern could be used to achieve many goals neuromotor processes mechanisms within central and peripheral nervous system and muscular system that control movements and actions 3 reasons why movements are distinct from motor skills people 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 measures continuum approach allows a skill to be classified in terms of which category the skill is more like rather than fitting one exclusively characteristic that distinguishes categories of motor skills the primary muscle groups needed to perform the skill gross motor skill motor skill that requires the use of large musculature to achieve a goal fine motor skill requires control of small muscles to achieve goal, hand eye coordination, precision with hands and fingers serial motor skill motor skill involving a series of discrete skills discrete motor skill motor skill with clearly defined movement beginning and end points usually requires a simple movement continuous motor skill motor skill with arbitrary movement beginning and end points, involves repetitive movements environmental contexts supporting surface, objects, and people involved in environment in which a skill is performed stability refers to whether the relevant environmental context features are stationary or in

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closed motor skill performed in a stationary environment where person determines when to begin the action, self paced
open motor skill performed in a moving environment where the feature of the environmental context in motion determines when to begin action
general characteristics of all skills
environmental context in which one performs the skill and the function of the action characterizing the skill
taxonomy classification system organized according to relationships among the component characteristics of the group of items or objects
regulatory conditions features of the environmental context to which movements must conform if they are to achieve the action goal
intertrial variability refers to whether the regulatory conditions associated with the performance of a skill change or stay the same
nonregulatory conditions features of the environmental context that have no influence or only an indirect influence on movement characteristics
function of action determined 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 object
body orientation refers to the changing or maintaining of body location
body stability refers to skills that involve no change in body location
body transport refers to skills that require the body to move from one place to another
object manipulation refers to maintaining or changing the position of an object