

The Role of Motor and Sports Activities in the Individual's Training Development

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Abstract

The aim of this research work is to highlight the contribution that motor activity can provide for a sustainable educational and training development for people. In this regard, the importance of sport and of motor activity in the pedagogy perspective is analyzed, both for the non-disabled and for the disabled subjects.

Keywords: *Motor and Sports Activities, Educational Development, Disability, Educational Values.*

Introduction

The increasing diffusion of the importance of motor activity has made it gain great importance in different daily life contexts, and consequently, recognizing the educational importance that sport has assumed over time has become necessary, thus turning it into a component of fundamental importance (and no longer marginalized) in multiple social interaction contexts. This work aims at highlighting the educational importance that motor activity has assumed over time in all the daily life contexts.

Values of Sports Activity in an educational key

Observing the practice of any sports activity means looking at and reflecting on the event from all the points of view, including the educational one, as it is necessary (along with other parameters) for the training of a balanced and harmonious personality.

Taking advantage of the inherent properties of sports means taking advantage of values such as social participation, culture, and search for meanings, aspects that go well beyond those material and of everyday life. Among the many values of sport, one of the most important is certainly the discipline intended as all the best conditions necessary to deal with both the training and the competitions of a specific sport. Being disciplined or leading a regular lifestyle means structuring one's own time, controlling one's own impulses and therefore one's own character, respecting the commitments made and the times required, all aimed at the person's growth, his physical and mental well-being, generated by the motor practice thanks also to his ability to relate to the social and natural environment.

When we talk about the social environment we refer to the possibility of setting new friendships resulting from the collaboration between the various teammates who play to achieve a common goal to all the team members. A fundamental element is the training phase, during which, in addition to the common fun that is felt during the game practice, relationships that will be destined to last over time are set. Moreover, it is possible to find out that the birth of new bonds occurs, unlike what one might think, even among the opponents of a game, because the right value that sports practice should convey is to see the other not as an opponent to beat, but also as someone who offers certain stimuli to meet the objectives set. In order for this to be put into

practice, it is therefore necessary to place the educational question back to the center of sport, and to do this it is essential to forget the idea of human capital, which aims at enhancing above all the economic aspect of the sports contest, offering a way of seeing exclusively sport practice in an economic perspective, enhancing the athlete in terms of cost-benefits, gains-losses, damages-benefits, initially aimed exclusively at professionals-opponents and, unfortunately, also at amateur practice, youth sport and sport for all. So motor activity practice should not be understood as a mere competition from which a victory or a defeat springs, but it needs to understand that these aspects are matched with the educational one, which is surely the most important and the core value of sports practice, and that consequently creates an educational project.

Motor activity must possess the task of educating, and must not aim exclusively at offering sports services, thus reducing to the exclusive vision of the surface of the sports world, and consequently excluding the importance of the real educational action that motor activity involves; an aspect that allows the latter linking to all the other values that sport offers, and consequently to any other context of daily life.

The importance of Motor Sciences and Sports Sciences for young people

Two thousand years ago, Hippocrates claimed the importance of motor activity and proper nutrition, a concept that has spread among young people only in the last 30 years, and which is still spreading today. It is essential that young people know the benefits that arise from practicing any sports activity, and that they consequently understand the importance of taking care of their own well-being:

1. Physical benefits: a regular motor activity involves improved balance, agility, coordination, strengthened bone structures and increased muscle mass;
2. Social and psychic benefits: the practice of any sport involves being in a group, and therefore becomes, consequently, an opportunity for peer comparison allowing gaining greater self-awareness, awareness of one's own strengths and weaknesses, evaluating the ability to face successes and failures, collaborate with others and face possible obstacles.

What we have affirmed is of fundamental importance precisely because we are analyzing a particular phase of the human being life, that is adolescence. It can be defined as a period of growth, between the childhood and adulthood years, in which psychic and biological changes occur, also influenced by historical and socio-cultural factors, making clear the link and the importance that motor activity can cover while also considering the fact that the contexts in which these changes are even more evident are family, school and peers.

During the adolescent phase the young person is constantly caring about his own identity and his own body, from which the image that everyone has of himself rises, and it is precisely for the reasons listed above that motor activity can facilitate the search of oneself. Therefore, motor activity assumes a real social value for young adolescents, both from the point of view of the identity creation and its social importance, and from that of the physical and intellectual skills development; for this reason, it needs to make the educational systems more attractive by exploiting sport as an educational tool to involve more young adolescents, in the formal education phase and during informal learning. Motor activity practice favors the birth of values such as self-discipline, self-esteem and working to achieve the pre-set objective. In a such a delicate period as the one faced by young adolescents, the identification of one's own abilities and limits easily happens thanks to sports practice, which helps overcome the difficulties that can be compared to other events occurring in different daily life contexts, thus favoring the

acquisition of one's own autonomy. Furthermore, we must not forget the intrinsic values of motor activity such as the respect for others, fair play, solidarity, tolerance, acceptance and respect for diversity; aspects which, during adolescence, seem to almost completely disappear in the young subject, and that is why sports practice helps keep well in mind and apply these fundamental values during social life.

Disability & Motor - Sports Activity

Over time, motor activity has gained an educational value for any person, whether affected by disability or not, valid for any age and condition. The relationship between sport and the person cannot be taken for granted as it is easy to have any prejudices in "seeing and interpreting" the reality that surrounds us, which inevitably affects the way we act and behave. What we have said is supported by some factors, such as:

1. Giving importance only to sports activities carried out in a competitive way, which consequently keeps all other people away from the practice of a certain sports activity and inevitably generates repercussions both on the people themselves and also on the sport itself, excluding the disabled from the sports activity and associating them only to the idea of rehabilitation.
2. The second factor, as already mentioned above, is the disability-pathology relationship, that is the idea of observing the disabled person exclusively from the point of view of his deficit, thus having an exclusively "charitable" idea of the pathology that alienates him from everyday reality, and associating disability to rehabilitation (and not to sport).

Over time, being motor activity also accessible to weaker social classes, it has shown all its potential, understood no longer exclusively from the physical point of view, but also and especially from the psychical, educational and social one. It aims at offering a conception about itself as something that starts acting from what a person is able to do, stimulating the consideration that someone has about oneself and one's own existence to reach the satisfaction of one's own abilities, highlighting the educational factor (assumed over time) of the sports activity sport and including people with disabilities, thus showing the plurality of its forms.

Accepting the motor activity-disability relationship means no longer allowing only for a vision of sport that is purely competitive and based on economic interests, but it also means observing people affected by disabilities in a different way: it means seeing them no longer from the point of view of their weaknesses or deficits, but from that of their strengths. A new bio-psycho-social vision of disability established by the ICF (International Classification of Functioning, Disability and Health), which introduced the concept of Special Normality and the idea of inclusion of people with disabilities (and no longer of their integration).

This new way of living the world of disability is associated, in the sports context, with the concept of APA (Adapted Physical Activity); it includes all those sports activities designed for people with special needs, with the goal to enhance the subject's motor skills, and at the same time to improve his physical and mental health by exploiting all the positive aspects of motor activity (socialization, relationship, emotion, identity, autonomy), and it is precisely for this reason that it can also be practiced only for fun during free time. Despite the too many perplexities, the lack of facilities and the presence of architectural barriers limiting sports practice for people with disabilities, as previously mentioned, explains why disabled people want to be part of the sports world: they want to be like other people, they want to show they possess particular skills able to simplify even more the relationships with people defined as "normal".

Conclusions

Motor activity has become one of the most significant social phenomena, allowing making abandon the idea of agonistic sports practice in favor of a concept of physical, educational and psychic well-being. The educational value that motor and sports activity has assumed inevitably involves the respect of the different life phases of the human being, and of the diversity of the subjects who practice it.

Therefore, motor and sports activity plays a fundamental role in the life of all people, becoming an opportunity for growth regardless of personal and social conditions.

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