

The Motor Activity for the Child's Formation

Francesco Del Sorbo

delsorbo.francesco@iisferraristabia.edu.it

DOI: 10.56201/ijee.v9.no3.2023.pg83.88

Abstract

The purpose of this research work is to highlight the importance that sport has assumed over time for the purpose of sustainable educational and training development for any person.

There are, of course, still many basic social and cultural criticalities to be overcome in order to believe in an educational conception of sport that leads to the exaltation of the values inherent in physical activity.

The paper aims to promote the educational importance of sport as a function of the social life of any individual.

Keywords: Sport; Education; School.

1. Introduction

Over time, sport has increasingly assumed an educational and formative value for all people, regardless of age, gender or the possible presence of a disabling physical or mental condition (Elliott, 1991).

The relationship between sport and educational and social growth is not, however, exempt from any discussion: it is necessary that some social and cultural criticalities are overcome, such as the idea of sport exclusively in a competitive key, or, from a scholastic point of view (Berthoz, 1998).

The present work aims to highlight the educational values present in sport and the importance they assume in terms of social life (Osti, Gamberini, 2010).

2. Motor Activity and Social Values

"It is possible to know something about a person more in an hour of play than in a year of conversation", this is what Plato asserted, deducing that it is thanks to the body and its gestures that the human being is able to relate to his peers and to the outside world, in fact from birth children enter into relationship with the external environment with the exclusive use of gestures, which then continues with the game and finally with motor and sports activity (Brezinka, 2011).

De Coubertin, already affirmed that sporting activity had inherent values such as democracy, pacifism and internationality, aspects that enhance the relational dimension of man, or the ability to socialize between the individual and the entire community (Cacciamani, 2002). In fact, it is thanks to the practice of any motor activity that it is possible to satisfy and control the varied emotional needs and at the same time you have the opportunity to create a moment of comparison, experimentation, and self-control for yourself and with others, showing an important value of sporting activity (Le Boulch, 1979): Ambivalence and polyform, because it is the way to use one's

physical and psychic energies, is a place of encounter and confrontation, of selfishness and oppression, aimed at satisfying one's sense of self-efficacy due to the pleasure in being part of a game phase (Isidori, 2008). So the various facets deriving from motor practice, whether competitive or not, represent the link between all the actors who are part of the sports world (athletes, public, teams), as aspects such as respect for oneself and others, loyalty, sense of friendship, are all attributable to the various environments of daily life that inevitably create a real way of doing and being in the society of the person who practices sport (Becchi, Bertecchi, 1994).

Motor activity describes and represents a mini society with well-defined roles and social status and precise rules to be respected, in order to simplify the recognition of oneself and the rights and duties to be fulfilled (Sorzio 2005), stimulating aspects such as comparison, support or competition, which are essential for the creation of the identity of the subject, and it is for this reason that it must be considered a real educational institution with the aim of carrying out all the peculiarities it possesses (respect for the rules, spirit of sacrifice, tenacity, sportsmanship, humility), which are necessary to educate and coexist with others in a civil and democratic way, with the aim of creating a mental attitude to always be used in any context you find yourself relating. Sport, therefore, has the fundamental role of creating a sporting ethic, and consequently social, to define what can be called acceptable behaviors to live democratically (Farinelli, 2008).

3. Motor Activity and Formation

Trying to explain the importance of the relationship between the concept of ethics and physical activity is not at all simple, as the sports world, due to the continuous expansion in the business world, has been and still today contaminated by infinite improprieties that do not respect the ethical values of sport (Froebel, 1967). Sportsmen and managers therefore have the duty to deal with their sense of responsibility, which must go beyond what can be the achievement of the goal regardless of any modality or correctness, as we must always keep in mind that sporting activity has multiple functions among which the educational and training value is certainly included (Gardner, 1988). Motor activity can be defined as a social factor able to follow and condition the continuous change to which it goes against the current society, and for this to happen it is necessary that the inherent principles of sport are respected and valued (Lucisano & Salerni, 2002), only in this way the sporting activity assumes a formative value and shows its educational dimension, it teaches values such as correct conduct of life, respect, loyalty through the practice of the same, thus succeeding in a dual purpose, that of improving physical abilities, but also and above all that of forming young people who will be the basis for a future healthy, honest and serene society (Dewey, 1967).

The receiving emotions during the competitions is dictated by the basic humanity that reflects the athlete who is observing, which allows you to grasp the degree of solidarity of that person generating, consequently, the resurfacing of various memories and moments of previous life, and to ensure that these formative values of sport are revealed it is necessary to grow, educate and train young people through and with the healthy values of sport, it is necessary to think of them as raw material that must be worked exclusively by a good craftsman in order to be able to obtain the right shapes (the values of motor activity) before incorrect guidelines are drawn on it, due to wrong examples (De Beni, 1994).

Sporting activity must be thought of as a real training opportunity with exceptional value and symbolism, from which any person must be able to draw to have the opportunity to know himself and others, it must be considered a privileged place of training, able to embrace any age group and to allow full social relations between the members of the sports group (Lapierre, 2001). It is for this reason that nowadays more sectors of training, such as that of the school that are constantly looking

for new training paths, enhance motor activity, precisely because it is considered a real training environment that manages to challenge all members who are an integral part of a given experience motivating their professional and personal identity (Naccari, 2003), allowing, therefore, to be able to affirm that sport has assumed, over time, a significant pedagogical value as an integral part of society, able to make all the fundamental rules of the same understood thanks to the transmission of its values (Elliott, Somekh, Winter, 20020).

4. Motor Activity at School

At European level, physical activity is considered, after family and school, the most important training agency through which young people can be offered a balanced growth in a socializing perspective and aimed at healthy lifestyles, making clear the positive repercussions that it generates throughout life, and it is for this reason that, in Italy, the practice of sports at school is becoming so important that it is considered one of the fundamental elements both for taking care of physical and mental well-being (Goleman, 1996). Therefore, the need arises to provide children, families and schools with elements of clarity regarding the promotion of school sports, in particular with regard to the importance of the same in primary and secondary school, with the arduous task of enhancing educational, sports, preventive, cultural and social purposes (Boscolo, 1990).

The school is certainly one of the places of meeting and relationship in which the growth of the person does not depend only on the educational contents, but requires an educational offer that is varied and considers the main actors of social interest such as the family that can be considered as a privileged environment for the creation of a social culture that begins from childhood, offering preventive intervention that affects society as a whole, and it is for this reason that it is appropriate to highlight the elements and methods that characterize the educational value of motor sciences in school and sport in free time, highlighting that education to sports practice must be a path based on several levels, initially from motor activity practiced at school, up to the introduction to sport and finally to its specialized practice, in order to allow everyone to position themselves and proceed according to the maturity of their motor function (Elliott, 2007).

It is useful to remember that there is no best sport to express all one's potential, but motor practice must be considered a way to manifest one's potential, so from a scholastic point of view, it is fundamental precisely because the contents are the subject of a type of active learning and effective participation, therefore incorporated in a significant way through associative mechanisms between the motor potential and the cognitive component of the students (Damasio, 1999).

With the integration of the motor activity carried out in the school context with that which happens daily, there are evident successes, the students appear more concentrated in class and with greater learning capacity, demonstrating that the school-sport synergy represents a valid support for the teaching-learning binomial, participating in the great challenges of society such as improving health and well-being, managing conflict situations and including people with disabilities and different cultural backgrounds (Barausse, 2004).

Ascertained that the practice of sports is aimed at the motor, cognitive, emotional and social development of people, it is fair to assert that physical education in the past, and motor sciences today, have been and are considered the only tool available to have the right consideration of the needs that the school must face, so it must not be seen exclusively as physical education understood as a compulsory school subject, but must be an integral part with other subjects, during daily activities and in the school environment (Galimberti, 2003). It is for what has been said above that the programs related to motor activity related to the world of school have greatly increased in recent years, and unfortunately despite this the number of schools that recognize and integrate sports in

their educational offer are still scarce, motivating this absence with explanations such as excessive commitment, or even worse by saying that the objective of the school is teaching, forgetting that the world of school sport must be recognized and must represent a very important source of experience for children, such as to be able to offer a lifestyle that generates social and intercultural integration and that, exploiting learning and the definition of common rules, contributes to the formation of a citizen ethics (Ausubel, 2004).

5. Conclusion

Sport can and must be defined as a means by which it is possible to learn certain values regardless of the contexts in which we find ourselves operating, and it is for this reason that motor activity must be assigned this fundamental task for people (Valentini, Dardanella, Federici, 2003), who through the varied bodily experiences, dictated by sports practice, are able to obtain a greater awareness of their body, of their abilities and abilities and, consequently, learn to manage them (Musaio, 2013). It is in this perspective that motor and sports activity aims to increase training also in the school context by increasing self-efficacy, evaluation capacity, and consequently, favoring the possibility of building a better relational dimension for social life (Sibilio, 2008).

References

- Ausubel, D. (2004). *Educazione e processi cognitivi. Guida psicologica per gli insegnanti*. Milano: Franco Angeli.
- Barausse, A. (2004). *I maestri all'università. La Scuola pedagogica di Roma*. Roma: Morlacchi.
- Becchi, E., Bertecchi, B., a cura di (1994). *Manuale critico della sperimentazione e della ricerca educativa*. Milano: Franco Angeli.
- Berthoz, A. (1998). *Il senso del movimento*. Milano: McGraw-Hill.
- Boscolo, P. (1990). *Psicologia dell'apprendimento. Aspetti cognitivi e motivazionali*. Torino: UTET.
- Brezinka, W. (2011). *Educazione e pedagogia in tempi di cambiamento culturale*. Milano: Vita e pensiero.
- Cacciamani, S. (2002). *Psicologia per l'insegnamento*. Roma: Carocci.
- Damasio, A. (1999). *Emozione e coscienza*. Milano: Adelphi.
- De Beni, M. (1994). *Costruire l'apprendimento: costruire è più bello che ereditare*. Brescia: La Scuola.
- Dewey, J. (1967). *L'educazione di oggi*. Firenze: La Nuova Italia.
- Elliott J. (1991). *Action research for educational change*. Philadelphia: Open University Press.

- Elliott, J. Somekh, B, and Winter, R (2002) (eds) *Theory and Practice in Action Research*, Symposium Books: Oxford.
- Elliott, J. (2007). *Reflecting Where the Action Is: the Selected Writings of John Elliott on Pedagogy and Action Research*. Routledge: London.
- Farinelli, G. (2008). *Pedagogia dello sport ed educazione della persona*. Perugia: Morlacchi.
- Froebel, F. (1967). *L'educazione dell'uomo e altri scritti*. Firenze: La Nuova Italia.
- Galimberti U., *Il corpo*, Feltrinelli, Milano, 2003.
- Gardner, H. (1988). *La nuova scienza della mente: storia della rivoluzione cognitiva*. Milano: Feltrinelli.
- Gardner, H. (1994). *Intelligenze multiple*. Milano: Anabasi
- Gardner, H. (1995). *L'educazione delle intelligenze multiple. Dalla teoria alla prassipedagogica*. Milano: Anabasi.
- Goleman, D. (1996). *Intelligenza emotiva. Che cos'è, perché può renderci felici*. Milano: BUR Biblioteca Univ. Rizzoli.
- Isidori, E. (2008). *Educazione, sport e valori*. Roma: Aracne.
- Lapierre, A. (2001). *Dalla psicomotricità relazionale all'analisi corporea della relazione*. Roma: Armando.
- Le Boulch, J. (1979). *Educare con il movimento*. Roma: Armando.
- Lucisano, P. & Salerni, A. (2002). *Metodologia della ricerca in educazione e formazione*. Roma: Carocci.
- Musaio, M. (2013). *L'arte di educare l'umano*. Milano: Vita e Pensiero.
- Naccari, A. G. A. (2003). *Pedagogia della corporeità. Educazione, attività motoria e sport nel tempo*, Perugia: Morlacchi Editore.
- Osti, M., Gamberini, A., (2010). *Educare per vincere nella vita*. Roma: Armando.
- Sibilio, M. (2002). *Il corpo intelligente: l'interazione tra le intelligenze umane in un percorso laboratoriale a carattere motorio*. Napoli: Ellissi.
- Sibilio, M. (2008). *Il gioco e le attività motorie e ludico-sportive: cenni storici e codici pedagogici*. Lecce: Pensa Editore.
- Sorzio P. (2005). *La ricerca qualitativa in educazione*. Roma: Carocci.

Valentini, M., Dardanella, R., Federici, A. (2003). L'arte del gioco e dell'animazione, Urbino: Editore Montefeltro.