

Education With Sport

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Abstract

The purpose of this research work is to highlight the contribution that sport can provide for a sustainable educational and training development for any person.

There are, of course, some basic social and cultural criticalities to be overcome in order to establish an educational conception of sport that leads to the promotion of the values of 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; Sports Educator.

Introduction

Over time, sport has increasingly assumed an educational and formative value for all people, not considering age, gender or the presence or absence of a disabling physical or mental condition.

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.

The present work aims to highlight the educational values present in sport and the importance they assume in terms of social life.

1. Motor activity importance

Man can be defined as a being in the making, changing according to variables such as social, historical, economic, political and ideological conditions. This assumption shows that education can direct man towards a process of infinite and lasting perfection throughout life (Fullat, 1982).

With the passage of time and with the various experiences that the person lives, the human being acquires greater awareness of himself, of the environment that surrounds him and of the characteristics of which it is composed, and it is for this reason that values assume great importance, as they help the subject to understand, to know how to relate and behave with the external environment in which he lives. (Isidori, 2005).

In this perspective, a fundamental aspect is the freedom of decision that each subject is endowed with, which inevitably influences people's behavior and compliance with the rules that each individual critically evaluates and, consequently, decides independently whether to respect them or not. Here is explained, therefore, the importance of values, they allow the individual to interpret the environment that surrounds him and then act, and, in the case of education, they are of fundamental importance to direct educational action in order to favor

the continuous process of voluntary personal self-transformation that manifests itself with the reading of the reality that underlies the lifelong learning of the human being. (Jarvis e Parker, 2005).

Therefore, ultimately, values assume the function of orientation, but they also have the important ethical function of understanding reality, thus generating what can be called "ethical thinking", which for man, is connected to a commitment with and for others.

On the basis of what has been said above it is obvious that the educational systems assume a fundamental role, as it is through figures such as the educator, who have the task of providing an axiological framework of reference to the students, that it is possible to give a correct interpretation of reality in order to orient the action of the students themselves, at the same time even the educator himself bases his actions and operates following certain principles or values (Domínguez, 2007). So in an educational system, in which I am present educator and educating, the transmission of values is called education, and it is important to understand that it does not happen technically, but is always a moral action on and for the other, which concerns the sphere of communication and socialization of an individual (for the presence, as mentioned above, of the educational system and therefore of the educator).

This transmission process is also and above all valid in sports contexts, because it is necessary to have knowledge of the objectives to be pursued, the methods and means to be used to satisfy them. It is in this perspective that values find a well-defined role, as they have as their ultimate goal the orientation of sports practice, understood as physical activity for the well-being and health of the individual, as competition, as a continuous push to improve oneself. At the same time it is also physical activity itself that can become a tool for the optimization of values, because the ethical principles of sporting activity are the same that are used daily by the human being, and at the same time the communicative and social sphere are promoted, which are useful for identifying values, but also the disvalues that can be present in all social relationships and therefore also sports.

It is evident, therefore, the importance of sports, which shows that thanks to its ethical principles, it is able to adapt and make fundamental its values whatever the context in which it operates, favoring the integration, or rather the inclusion, of any human being in a social context composed of complex and constantly developing relational dynamics.

Another fundamental aspect of the practice of motor activity, concerns the ability to promote the development of critical learning, as a person who practices sport must understand how to play that particular sport and therefore know the theoretical fundamentals, this presupposes that all the practical processes and ideologies that influence a specific sporting activity are known, thus becoming an exercise of rationality that aims to break the social processes connected to the reproduction and transformation of the institutionalized and legitimized order, in favor of the centrality of the subject. All this is possible thanks to:

1. analysis of the values and structure of sports practice;
2. the use of an interpretative vision that goes beyond prejudice;
3. deny possible prejudices related to people who practice certain sports;
4. non-use of values dictated solely by the experience and sporting experience of an individual;
5. be aware of the influence of sporting values in any other social context;
6. encourage the use of values and education deriving from sports practice to develop critical learning.

What has been said above demonstrates the importance of sport, because thanks to it a linear educational system of teaching – learning is abandoned, in favor of a more complex one that aims to develop critical, self-reflective and emancipatory skills, in order to make the individual free from any type of conditioning.

2. Educator and motor activity

The practice of sport and consequently human action, allows to satisfy, thanks to intelligent behaviors of adaptation to the various situations of daily life, some intrinsic needs of man (Ceciliani, 2015). Specifically, motor activity is linked to the experience of group life, play, movement, competition; all aspects that are satisfied thanks to sport.

Unfortunately, the current reality is that sports clubs see sports activity exclusively in a selective, discriminating form, aimed exclusively at competition and therefore not inclusive.

It is known that the interruption of physical activity during any age group does not involve any benefit, especially if this occurs during a fundamental phase of an individual's life such as adolescence, causing damage not only from a physical point of view but also and above all from the psychological, relational and social one.

This figure is enhanced by some statistics that show that only a very low percentage of coaches, instructors or masters have a degree in motor science, and therefore possess the skills not only to cover a sporting role, but also and above all, educational.

Another survey indicative of the poor training of educators is the early abandonment of sport, particularly in the adolescent phase. This phenomenon is at the same time worrying but also indicative as it has been seen that many children leave sports because they are no longer stimulated with play and therefore with fun, to the detriment of economic interests and competitive competition.

Comenius said that everything must be taught to everyone, and to do this it is necessary to create a very strong bond between people that refers to a single point in common: sport, and consequently the educator who represents it. He must be able to bring out and exalt the potential of all, but at the same time he must be demanding, asking and educating to responsibility and commitment. For this to happen it is necessary that sports notions are administered gradually, and that those who are learning are an active part of this phase, so they must understand and must be aware of what they are doing.

"If you want your children to be happy, let them always have a little cold and hunger", this phrase of Socrates is rich in meaning, because it explains the behavior that a sports educator should assume. He must not expose them to inadequate expectations, but must make sure that the difficulties are an incentive to grow the educans. Sport and therefore the educator must encourage autonomy and the assumption of responsibility, sports must educate the subjects who practice it also to constructive management with respect to their growth process, favoring the improvement of social interaction, self-esteem and psychophysical health (Di Palma & Tafuri, 2016).

The task of the sports educator is to give knowledge of the educational values of sport but also of any problems in order to allow a perfect combination of the two. So sport must teach to:

- know and manage their limits;
- to make mistakes and then recover and start again;
- to manage defeats;
- to be independent;
- to give value to every single gesture.

It has been studied that those who perform regular physical activity, whether group or individual, show greater confidence in their possibilities, greater self-esteem, ease in social relationships and better tolerance of stress, and it is for this reason that, probably, it will be difficult for these same people to manifest disorders such as anxiety and depression (Giuliani et al., 2005).

The role of the sports educator is to make known the values of sport in order to extend them in all contexts of life, he must make it understood that sport is a means capable of carrying many useful information: creativity, courage, solidarity, enthusiasm, strength, respect for the rules and others, social activity, teamwork, quality research, celebration, friendship, joie de vivre; All necessary to create a close connection between the mind and body of the individual person who practices sports, and then extend this relationship between the individual and the outside world. This shows that the task of the educator is very important, as he must not only think about the diffusion of the values of sport with and thanks to the simple practice of motor activity, but must also consider every single subject he has in front of him with his own peculiarities, and consequently it is also up to the person himself to decide whether or not to accept the principles deriving from sport, which will inevitably turn their lives upside down in a positive sense.

3. Sport as an educational source

The term educare derives from the Latin educere, which means to pull out, a way of seeing that presupposes obtaining the truth from the person rather than introducing it, and for this to happen it is also necessary to exploit the sporting dimension, which is fundamental both from the point of view of learning and education. This shows that in social life, education must be built over time and with consideration not only of the mind but also of the body.

"The practice of physical education and sport is a fundamental right for everyone. Every human being has the right to access physical education and sport, which are indispensable for the development of personality", this is what is written on the International Charter for Physical Education and Sport of 21 November 1978, moreover, according to art. 2 of the European Charter for Sport, sport means "any form of physical activity which, through organized or non-organized participation, has as its objective the expression or improvement of physical and mental condition, the development of social relations or the achievement of results in competitions of all levels".

What has been said is also established and reiterated in the European Year of Education through Sport in 2004, motor and sports activity is educational, and as such has a specific pedagogical importance:

1. sport is a fundamental component of society;
2. sport promotes the knowledge and transmission of all the basic rules for social life;
3. sport transmits fundamental values such as loyalty, team spirit, tolerance.

Using an even broader point of view, it is easy to understand that sport goes far beyond the educational aspect, it also has economic, social, entertainment, disease prevention, legality, democracy, tourism promotion and territory, and it is precisely for this reason that nowadays modern sporting activity is closely connected to capitalism, to a company that values exclusively a sporting point of view exclusively aimed at the final result.

"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 said, demonstrating that, through the gestures of the body, the subjective relationship with the outside world takes place. This is demonstrated by the fact that children begin to communicate and relate to the environment through gestures, later with play and consequently with sport, because sporting activity can also be defined as the codified expression of the game, in order to promote learning. During the adolescent phase the boy, on the other hand, experiences an identity crisis characterized by bodily change, insecurity, emotional fragility and therefore vulnerability; In this moment so destabilizing the only resource is to feel part and accepted by the group of peers resulting, therefore, motor activity is useful precisely because it allows the boy to satisfy and control his emotional

needs and at the same time creates a place of comparison, experimentation, and self-control for himself and with others.

Sport is ambivalent and multifaceted, as it is a place of meeting and confrontation, of selfishness and oppression, it is a way to use one's physical and psychic energies in order to satisfy one's sense of self-efficacy by generating pleasure in being involved during the game phase. So motor activity allows us to satisfy our egoistic disposition, but it must be considered a useful game to experiment, explore, overcome limits with both mind and body, it, therefore, must be an educational game.

4. Motor practice for young people

Already two thousand years ago Hippocrates supported the importance of motor activity and proper nutrition, a concept that, only in the last 30 years, has spread among young people, and is still expanding today. It is essential that young people know the benefits that derive from practicing any sporting activity, and that consequently they understand the importance of taking care of their own well-being:

1. Physical: a motor activity practiced regularly involves an improvement in balance, agility, coordination, a strengthening of bone structures and an increase in muscle mass;
2. Social and psychic: the practice of any sport involves being in a group and therefore becomes, consequently, an opportunity for comparison between peers that allows you to acquire greater awareness of yourself, your strengths and weaknesses by evaluating the ability to face successes and failures, collaboration with others and to face any obstacles.

What has been said is of fundamental importance precisely because we are analyzing a particular phase of the life of the human being: adolescence. It can be defined as a period of growth, between the years of childhood and adulthood, 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, also in consideration of the fact that the contexts in which these changes are even more evident are the family, the school and peers.

During the adolescent phase the young person is constantly looking for his own identity and his own body from which the image that everyone has of himself derives, and it is precisely for the reasons listed above that motor activity can facilitate the search for it.

Motor activity assumes, therefore, a real social value for young adolescents both from the point of view of the creation of an identity and social importance, and from the development of physical and intellectual abilities, and it is for this reason that it is necessary to make instruction systems more attractive exploiting sports as an educational tool to involve young adolescents more in the formal education phase and during informal learning. The practice of motor activity favors the birth of values such as self-discipline, self-esteem and work aimed at achieving the pre-established goal, so in a delicate period like the one faced by young adolescents, the identification of one's abilities and limits takes place more easily thanks to the practice of sport, which helps to overcome the difficulties that can be compared to other events that can occur in different contexts of daily life, favoring, therefore, the acquisition of one's own autonomy. Furthermore, we must not forget the values inherent in motor activity such as respect for others, fair play, solidarity, tolerance, acceptance and respect for diversity, aspects that in adolescence seem almost to vanish completely in the young person, so sports practice helps to always keep in mind and to apply these fundamental values during social life.

5. Motor activity and disability

Motor activity has assumed over time a formative value for any person, whether suffering from disability or not, valid for any age and condition. The relationship between sport and the person is not at all obvious, as it is easy to have any prejudices in "seeing and reading" the reality that surrounds us, which inevitably condition the way we act and behave. This is validated by some factors such as:

1. Give importance exclusively to sports activities carried out in a competitive manner, which consequently distances all other people from the practice of a given sporting activity, which inevitably generates repercussions both on the people themselves but also on the sport itself, inevitably generating the exclusion from sporting activity of the disabled to whom only the idea of rehabilitation is associated.

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, therefore having an idea of the same exclusively charitable that distances him from everyday reality, associating, therefore, disability not with sport but with rehabilitation.

Motor activity over time, being accessible even to weaker social classes, is showing its full potential, understood no longer exclusively from the physical point of view but also, and above all from the psychic, educational and social one, offering a conception of motor activity that begins to act from what a person is able to do, stimulating the consideration that one has of oneself and one's existence, to reach the satisfaction of one's abilities, highlighting the educational factor, assumed over time, of sporting activity for everyone, including people with disabilities, showing the plurality of its forms.

Accepting the relationship between motor activity and disability means, therefore, consenting to a vision of sport that is no longer purely competitive and based on economic interests, but also observing people with disabilities in a different way: no longer from the point of view of weaknesses or deficits, but from the strengths that a disabled subject possesses, a new bio-psycho-social vision of disability, which was established by the ICF (International Classification of Functioning, Disability and Health), which introduced the concept of special normal and the idea of inclusion of people with disabilities and no longer of integration.

To this new way of true the world of disability, is associated, in relation to the sports field, the concept of APA (Adapted Physical Activity), which includes all those sports activities that are designed for those with special needs, with the aim of enhancing the motor skills of an individual and at the same time improving the state of physical and mental health of the same by exploiting all the positive aspects of motor activity (socialization, relationship, emotionality, identity, autonomy), and it is precisely for this reason that it can be practiced even just for fun during free time.

Despite too many perplexities, the lack of facilities and the presence of architectural barriers that limit the practice of sport for people with disabilities, what has been said above, explains why disabled people want to be part of the world of sport, they want to feel like everyone else, so they can demonstrate that they are in possession of particular skills that can simplify even more relationships with people defined "normal".

6. Motor activity as a educative school

Sporting activity has many forms and positive effects on the personality of those who practice it (Naccari, 2003), it also exerts an enormous influence especially in the period of

growth and adolescence of the individual, helping to spread positive values such as discipline, endurance of suffering and fatigue, friendship, tolerance and respect.

The practice of a sporting activity involves an improvement from the point of view of the discipline, in the sense that it contributes to ensuring that a set of rules and a series of behaviors are respected that lead to a perfect physical and mental balance, which can be found not only in sport but also and above all in everyday life (Sarsini, 2010).

Therefore, motor activity is able to have an educational importance, managing to enhance both the different peculiarities of the people concerned, and to arouse values and human attitudes implicit in each (Benetton, 2015), latter factor should not be underestimated because, especially in adolescence, we live a phase in which it is very difficult to accept oneself and be aware of one's ego, generating a real identity crisis that involves insecurity, fragility and vulnerability but above all the desire to be the center of attention in any context. It is in this perspective that the world of sport, and therefore also the figure of sports educators, become of great importance, as it is necessary to be able to "pull out", train, educate first the person who lives in society and then the athlete who practices motor activity.

The practice of any sporting activity assumes a strategic importance in the formation of a person especially because in most cases the first "encounter" that occurs with motor activity is in childhood or adolescence (Bellantonio, 2014). It is in this first phase that we know the rules of the activity that is taking place, but above all we learn what are the ethical values of sports education, and it is for this reason that the lesson of motor activity can be compared to one of civic education.

Sport therefore becomes, together with the family and the school, the third pillar on which the growth of the adult of tomorrow is based, having as its primary function the educational aspect with the objectives that follow (guiding the correct development of self-esteem, the correct perception of oneself, education to fair play), and subsequently as a secondary function the motor aspect.

Motor activity as an educational pillar must be understood as a beacon transmitting values, able to exploit visibility and concreteness given by sporting events, in order to take on an educational dimension, and to serve as a practical model for an ethically correct conduct of life. So using sport as an educational tool means transmitting one's values quickly and being able to keep them deeply impressed in the minds of young people, and consequently laying the foundations for the development of a healthy society. (Coco, 2014).

Sporting activity is recognised as a real educational and social phenomenon of great importance in the European Union, identifying in it the social and educational role. This was set out in the declaration annexed to the Treaty of Amsterdam, which defines sport as a 'leaven of the identity of peoples', and subsequently the Nice European Council of December 2000 highlighted "its social functions in Europe which must be taken into account in the application of common policies".

Education must be built over time, taking care of both mind and body, without thinking of a simple transmission of notions but of a path, which requires a strong commitment and that includes many factors both internal and external to the sports environment, at the base of which there is the participation of children as a source of pleasure and freedom (Mialaret, 1997).

With this perspective, motor activity does not assume the simple role of sporting partica but a multiform value is attributed such that it can be defined as an educational school in which an even broader point of view is used and useful behaviors are learned not only for the sporting result but also for one's personal growth.

So sport can and must be considered an educational school (Carraro, et al. 2016), and those who are part of it must have an ethics and a sports culture in the sense that it is

necessary to make all the experiences and sensations lived over time their own in order to know how to use them correctly, and it is with this perspective that the sports - educational culture, with all its values, it can be considered a real weapon to improve the quality of life.

Conclusion

Nelson Mandela states that: "Sport has the power to change the world. It has the power to arouse emotions. It has the power to reunite people like few other things. It has the power to awaken hope where before there was only despair."

Therefore, sport can be defined as that useful tool for the achievement and satisfaction of certain values, and in this sense the task of the educator is necessary, which must never be sterile.

Ultimately, sport has a task of fundamental importance in the lives of all people, who thanks to the multiple bodily experiences, through games and recreational activities, are able to be aware of their body, their abilities and abilities and, over time, learn to manage them. It is in this perspective that motor and sports activity aims to increase the habit of getting involved, developing self-efficacy, evaluating and dominating oneself, favoring the possibility of building a relational dimension for social life.

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