

ATTIVITÀ MOTORIE E DIDATTICHE PER IL BENESSERE EDUCATIVO

MOTOR AND DIDACTIC ACTIVITIES FOR EDUCATIONAL WELLNESS

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In today's world, motor education is fundamental and one must go to action from an early age to educate to active movement and at the same time limit an ineducation of corporeity conditioned by situations of sedentary lifestyle. Motor education is particularly important during childhood because it is at that time that the correct development and growth is most influenced. Sport and physical activity in general also help to understand the values of life and support children to develop a complete training both from a psycho-physical and socio-pedagogical point of view. In addition, they improve children's interpersonal skills through the development of crucial skills in work and in relationships with others. The importance of physical education is also confirmed and recognized at ministerial level in the 2012 National Indications, which see this subject as a "hinge" discipline between scientific fields and educational, communicative and expressive, relationship and citizenship fields. In particular, it is reiterated that: "Motor and sport activities provide pupils with opportunities to reflect on their body changes, to accept them and live them serenely as an expression of each person's growth and maturation process; they also offer opportunities to reflect on the values that self-image assumes in comparison with the group of peers. Motor education is therefore an opportunity to promote cognitive, social, cultural and emotional experiences. Through the movement, with which a very wide range of gestures are created, ranging from facial expression, to dance, to the most varied sports performances, the student will be able to know his body and explore the space, communicate and relate to others in properly and effectively. The conquest of motor skills and the opportunity to experience the success of one's actions are a source of gratification that encourage the pupil's self-esteem and the progressive expansion of his experience, enriching it with ever new stimuli. Sports activity promotes the value of respect for agreed and shared rules and the ethical values that underlie civil coexistence. The teachers are committed to transmitting and letting the kids live the principles of a sporting culture that brings respect for oneself and the opponent, loyalty, a sense of belonging and responsibility, control of aggression, denial of any form of violence.

In the nursery school in particular, the body has expressive and communicative potential that are realized in a language characterized by its own structure and by rules that the child learns to know through specific learning paths: motor experiences allow to integrate the different languages, to alternate the word and the gestures, to produce and enjoy music, to accompany narrations, to favor the construction of the self-image and the elaboration of the body scheme. Informal, routine and daily life activities, life and outdoor games are just as important as the use of small tools and instruments, free or guided movement in dedicated spaces, psychomotor games and can be an opportunity for health education through awareness of proper nutrition and personal hygiene. The nursery school aims to gradually develop in the child the ability to read and interpret the messages coming from his own body and that of others, respecting him and taking care of him. The aim is also to develop the ability to express oneself and to communicate through the body in order to refine its perceptual and knowledge skills of objects, the ability to orient oneself in space, to move and to communicate according to imagination and creativity. As enshrined in the European Sports Charter and the Code of Sports Ethics, motor education

should be a preferential channel through which the individual can establish himself, enhance himself and should allow those who present special needs to be successful also through more sensitive teaching. , more careful and methodologically richer. The realization of inclusion and integration in physical education is achieved by researching the “contact point” in teaching practice: defining the potential of the disabled person through the tools of systematic observation, (check-list, qualitative tests, self-assessment) , in order to detect motor, cognitive, relational and affective-emotional skills; defining precise planning and design of the class activity with specific references to content, times, places, tools, methods, strategies, levels of success from the simplest to the most complex. Being able to identify the correct adaptation will allow to reach motor education activities that are truly inclusive, that is characterized by the participation of the whole class in the same space and at the same time; quality learning for all can therefore be achieved, taking into account that diversity can become a factor of cohesion and enrichment. Motor and sports education, thus conceived, encourages the enhancement of skills rather than worrying about limitations, pays attention to the process of improvement rather than the result and looks at the importance of interrelation as an inclusive and growth factor.

The motor activities proposed in the school can represent formidable opportunities for the growth of children, full of potential and highly engaging. Think, for example, of the possibility of acquiring a wide and diversified motor baggage, of aspects related to well-being and health promotion, of relational opportunities, of the intense communication exchange, of the playful dimension, of the experiential aspect, of the great possibility of connections multi and interdisciplinary.