

SPORTS EDUCATION AS VALUES EDUCATION. THE ROLE OF THE TRAINERS' TRAINING

L'EDUCAZIONE SPORTIVA COME EDUCAZIONE AI VALORI. IL RUOLO DELLA FORMAZIONE DEI FORMATORI

Antonio Di Maglie

Università del Salento

antonio.dimaglie@unisalento.it

Abstract

This study proposes a reflection on the sport's potential as a means of socio-relational practice and psychophysical well-being that allows citizens to be trained to have specific values. These aspects of education are often considered abstract notions and are mainly addressed in theoretical terms. Sport permits to directly experience positive values, such as fair play and therefore it represents an opportunity to internalize them. This also draws attention to the fundamental role played by the "pedagogical training" of coaches, sports instructors and all the stakeholders involved in the sport sector, especially for young people.

Il contributo propone una riflessione sulle potenzialità dello sport come pratica socio-relazionale e di benessere psico-fisico che permette di formare il cittadino rispetto ad alcuni specifici valori. Spesso accade che questi aspetti dell'educazione rimangano questioni astratte, affrontate in termini prevalentemente teorici. L'attività sportiva consente di sperimentare direttamente valori positivi, come ad esempio il fair play, rappresentando per questo una opportunità per la loro interiorizzazione. Da qui scaturisce anche il ruolo fondamentale che ha la 'formazione pedagogica' degli allenatori, degli istruttori sportivi e di tutti gli attori che operano nel mondo dello sport, soprattutto giovanile.

Keywords: Psychophysical well-being; fair play; stakeholders' training; sport; values education.

Parole chiave: Benessere psico-fisico; fair-play; formazione operatori; sport; educazione ai valori.

1. The essential values that sport can transmit

Sport, which has always been rooted in the public and relational dimensions of every society (Huizinga, 1939), today attracts the attention of many educators, pedagogues and researchers for the educational implications that it entails. It is now clear the cultural and social importance assumed by the sports phenomenon, amplified excessively by media, rich sponsors and many economic interests that orbit around the 'world of sport', altering and distorting, especially for young generations, what should represent fun and at the same time also an educational and formative time. In fact, several times we are witnessing a sport that transmits negative values: such as the physical and verbal violence that regularly occurs in the stadiums, the use of doping substances that often endanger the health of athletes, overpaid athletes taking negative attitudes and behaviors, becoming bad examples

for the youngest who often tend to imitate the ‘champion of the moment’. In the face of a crisis of values, not only in the world of sport but also in various other areas of society, with this contribution, we intend to open a moment of reflection and to highlight which values sport brings with it and under what conditions; putting in evidence also the criticalities that can inevitably be encountered. There is no doubt that to take advantage of sport as a container and as a preferential means of disseminating positive values, it is necessary to involve all the actors, who in various ways deal with physical and sports education such as: teachers, educators, coaches, teachers, trainers, technicians and entertainers, to a reflection on how to try to intervene to favor a harmonious psychophysical growth of children and young people in a complex and heterogeneous society.

First of all, we need to clarify and avoid confusing the three areas of sport, confused even by ‘experts’. Each area has its own specific connotations and must be well identified. We can, therefore, distinguish performance sport, that is competitive sport where the main objective is to pursue and achieve results and performance improvement, typical of professional or high-level sport; then, we have sport linked to physical education carried out mostly at school, where, through this branch of teaching, we are concerned with improving psychophysical development and individual and social health through motor and sports activities; finally, we have sport linked to leisure and pure fun carried out through the use of sports motor and leisure activities (Carraro & Lanza, 2004). Starting from the assumption that each of the three identified areas could be, under certain conditions, an important means of transmitting the “essential values” to the participants, it seems clear to us that the most suitable and favorable places to transmit these values are: first of all the school and then the Sports Promotion Bodies (SPB-EPS Enti di Promozione Sportiva) recognized by CONI which designate the associations affiliated affiliates which have the statutory purpose of promoting and organizing physical-sporting activities with playful, recreational and training purposes (Lupo et al., 2015). In particular, the SPB deals with the organization of amateur sports activities, often competitive nature, training and introduction to sports practice, courses for technicians and referees, the dissemination of sports practice through events and publications and, in compliance with certain requirements, they can request recognition by CONI (Corinto, 2017).

But what are the essential values that sport, under certain conditions, promotes and implements?

The first values that we think when we are talking about sport is cooperation in competition. “Cooperating and competing” are two main dimensions of the human value structure: these dimensions must be pursued, in the right time and in the right ways. In some situations, it is necessary to cooperate, in other situations it is necessary to compete; therefore it is necessary to try to develop adequate personal and social skills for each of the two aspects. By its nature, sport requires cooperation when preparing the strategy for a competition, for a match, for a sporting match, together with the coach and/or teammates, and when on the playing field or on the track trying to put all their efforts into the field for the good of their team. Sport requires healthy and fair competition against opponents; it is, therefore, the ideal training ground for training the mentality and the necessary skills to enhance these two complementary and fundamental dimensions of human coexistence.

Then there is the “team spirit”, the value of being a group and manifesting it; it arises from the collaboration between teammates, united in achieving a common goal. The coaches of youth teams, before and after the match, often invite their children to make gestures of friendship towards their opponents, in order to consider them in a context of increased loyalty and humanity, useful to weaken possible moments of tension that during a competition are ‘almost physiological’ (Bonaccorso &

Castelli, 2002). The central role of the coach, the athletic trainer, the physical education teacher, in promoting and facilitating the processes of group cohesion, as well as the individual growth of the athlete has been stressed several times (Giovannini & Savoia, 2002), so we support the thesis that a coach must also necessarily have pedagogical skills. These skills will be useful in facilitating the processes of participation and cohesion between the actors participating in teamwork, fostering the bond of solidarity, harmony and sharing of efforts, but also of satisfaction, which must be created within a group of athletes.

Another value that sport can promote is “personal discipline”. In fact, self-discipline leads to face the most demanding and stressful workouts in optimal conditions in order to prepare well to face competitions in the best possible way. It must be emphasized that an athlete remains such even ‘off the pitch’, therefore it is very important to lead a healthy and regular life, for example it is necessary to follow a correct diet, avoid alcoholic beverages, sleep well and rest enough, do not use absolutely any type of drug, do not smoke.

Practicing sport is, therefore a fundamental element for building character and personality, as it educates to the value of fatigue, suffering and stress management in view of a goal. Discipline leads the athlete to know his own potential and his own rhythms, to know how to listen to himself, becoming, with the passing of training, more aware of his limits and his abilities which, through work and commitment are improved and valued, thus overcoming progressively every obstacle (McFee, 2003). Fundamental in the process of self-enhancement is the acquisition of self-efficacy that finds an excellent training ground precisely in physical-sporting activity (Steca & Militello, 2009).

Another fundamental value is “sharing and respecting the rules”. In physical-sporting practice, it is important that every athlete learn to direct their behavior within predetermined boundaries and acquire an increasingly effective capacity for self-control, thus acquiring a sense of limits.

In the mind of the young athlete, it becomes increasingly clear what can be done and what cannot be done, what is correct and what is unfair. In this sense, sport certainly contributes to the moral development of practicing boys and girls. The timeless rules, by Pierre De Coubertin, require sportsmen to accept without comment any decision of the referee and/or the competition judges; they feel and show the same respect for each of their opponents as they show for their teammates; they are aware that in sport winning by deception, actually, means losing (De Coubertin, 2003). By starting to respect these simple but important rules, which are the basis of every game-sport, it is then easier for the athlete to learn how to win and know how to lose. It is normal to rejoice when you win, unfortunately, but sometimes the excess of joy and ‘adrenaline’ lead to wrong behavior: for example, when the winner mocks the defeated opponent. It is normal to be happy after a victory, especially if the result of months and months of hard work, but happiness must somehow be shared with the opponents with whom you have shared the space and the time of the game. You cannot play without each other or rather you cannot play sports without the opponent who during the game becomes the ‘playmate’ with whom you share values and efforts. The sporting confrontation must always be fair and any victory must be a moment of joy and recognition of the value of the defeated opponent and, at the same time, defeat must be a moment of recognition of the value of the opponent who beat us. From this arises the tolerance and mutual respect, the foundation of loyalty and sporting ethics that is often summed up in fair play. The latter is a broad concept and includes a whole series of values that both the practicing sportsman and the supporter must consider: respect for the rules, for the opponent, for the referee or match judges and for the public, the ability to accept the defeat and to honor the

opponent both when winning and losing (Loland, 2002). Consequently, sport, based on these values trains us to assume a series of behaviors that dictate ‘how to play’ in everyday life and in addition we get used to rejecting and dismissing any situation that could harm and discredit the sport itself (Gau & Korzeny, 2009).

2. Educating for fair play

The European Code of Sports Ethics, drawn up by the Council of Europe and approved by the European Ministers responsible for Sport, gathered in Rhodes for the VII conference of 13-15 May 1992 states: “The basic principle of the Code of Sports Ethics is that ethical considerations leading to fair play are integral, and not optional elements, of all sports activity, sports policy and management, and apply to all levels of ability and commitment, including recreational as well as competitive sport. Fair play is defined as a way of thinking, not just a way of behaving”. This definition of fair play perfectly summarizes the spirit of the entire code, which does not establish well-defined regulations or norms, but provides an ethical framework leading an education of a shared mentality rather than compliance with imposed rules (Vamplew, 2007).

Ethical models find wide application in sport for various reasons. First of all because they are called to define values and ideals which inspire any sporting discipline in practice, secondly because they contribute in a concrete way to identifying the principles on which the rules of the game are based and thirdly because they establish limits and areas of playful, competitive and non-competitive conduct (Cecchini et al., 2007). A useful element to guide in the construction of a sporting ethics is provided by the motivations that encourage a person or a group of people to practice a specific sport. The reasons can be different, for example: for physical well-being, to stay with friends, for cultural and/or family tradition, for hobbies or more simply for leisure. When you decide to undertake a sporting discipline, the immediate consequence are the ideals to which a sportsman must strive and the principles that animate his activity. Then come the rules to be respected, which should be given a moral and legal value through the establishment of official regulations (Spittle & Byrne, 2009).

From an educational point of view, sport can be considered as a ‘training ground for life’ where fair play assumes a decisive value. Through the constant performance of any sporting discipline develop, in a natural and efficiently way, character attitudes, decision-making skills, a sense of observation, coordination skills, conditional skills and the ability to think quickly and constructively. In the repeated execution of the sporting gesture, the improvement of one's performance is clearly felt. A logical consequence is a better self-confidence and the result obtained, scrupulously respecting the rules, and it can constitute a moment of value in the path of a sportsman's life as every athlete perceives a great individual responsibility towards sport and also as a cultural reality. Instructors, coaches, sports masters, physical-motor education teachers especially when they work with young athletes should favor a ‘sports culture’ that should focus more on the educational and playful aspect, determining the development of a harmonious personality and balanced of participants in sports activities, thus favoring the search for meanings that go beyond the material and daily aspects of life and for greater social participation (Scurati, 2002). To make this possible, a sport is not decisive compared to another, same goes for the condition of professionalism or amateurism. What is important is the figure of the coach-instructor, his training and his professionalism are fundamental.

This professional figure becomes crucial for the training of young athletes and future citizens. To create favorable conditions for fair play education, the coach becomes an educator capable of training not only the physical-motor part, focusing on improving athletic performance, but must above all be capable, through pedagogical-educational interventions, to empathize with its young athletes by promoting cohesion in the team group, creating the favorable conditions for the sports environment to become a physical-temporal space for collective learning, functional to the psychophysical training of young sportsmen and in the most fun way possible.

The ethical aspect of sport becomes particularly important in the period of adolescence, a delicate phase of life in which children are encouraged to work on their own moral dimension and to create their own conscience within the socialization process. Working on the ethical aspect means helping children to achieve their goals through commitment, sacrifice, dedication, respect for others and the rules. Sporting success becomes a goal to be sought and achieved without resorting to impropriety or cheating, and above all without causing damage to the opponent. Every young athlete has to be stimulated to achieve these goals together with the other protagonists of the sporting match: the coach, teammates and opponents. Any success will become greater the stronger, more energetic and competitive the opponents are. A victory achieved with loyalty and respect for the other becomes a moment of indelible joy. For this purpose, it becomes important to establish a systematic relationship between competition, self-education and self-discipline (Sapienza, 1992).

Unfortunately, today, a clear educational project, aimed at young athletes, which returns sporting activity to education and fair play; fortunately, there are honorable exceptions. Nonetheless the value of sporting practice in building personal identity is now widely recognized (Manzi & Gozzoli, 2009). Sport must not be considered exclusively entertainment but must be rethought and put in the conditions of being an opportunity for authentic and complete growth of the person, a training ground for values and exercise of virtue, as well as, obviously, athletic talent. It is essential to understand that, if educational corrective measures are not promptly applied, it is easier for a miseducation to occur, that is, a confirmation and rooting of negative values and totally negative attitudes (Hsu, 2004). Educating for fair play means promoting values of authentic humanity and competence not only in the strictly sports field but in the construction of social relationships (Di Nuovo & Di Corrado, 2011).

3. The importance of training coaches and sports instructors

We know that sport can be an important educational tool: but under what conditions? The negative effects of sport on humans are often forgotten. Just think of the episodes of physical and verbal violence that often occur during competitions, such episodes are unleashed both on the pitch among the athletes and in the stands or even off the pitch. Sometimes the opposing supporters clash in the streets near the playing fields, destroying everything they encounter: cars, shop windows, urban waste bins, road signs, monuments. It may happen that the clash even takes place even with law enforcement's. These episodes of violence cause, as we can imagine, serious damage to things and people who often suffer serious injuries and there have been episodes in which someone has died.

Another negative phenomenon of sport is the use of doping substances. Not infrequently some athletes are disqualified precisely because they have been found positive on doping tests. Unfortunately, the use of doping is also widespread in youth and amateur sports. In order to win, we

are willing to do anything without thinking about the serious consequences that these substances cause on health. Let us not forget that the athlete should 'play' fairly and should not, by regulation and moral and sporting ethics, take advantage of the opponent by using substances prohibited by the WADA World Anti-doping agency. It is evident that these 'sportsmen', both practitioners and fans, have certainly not received adequate sports education, causing a fallout of negative effects on society. Therefore, what should be an instrument of leisure, entertainment, cohesion and participation, in fact, sometimes turns into a purely negative phenomenon. The world of education has the delicate task of using all its 'scientific' resources to draw, through pedagogical and training interventions, a new course by seriously using sport as a tool for inclusion, training and education. Starting from these observations, the importance of training for all the players operating in the world of sport is evident. In order to remedy all this, we must first ask questions trying to open a serious reflection on the subject and try to give answers and find solutions that can realistically reverse these critical issues.

But who is in charge of the education of those who practice physical and sporting activities in their developmental age? What are the educational principles that sports educators should transmit, bearing in mind the socio-economic and environmental conditions of young sportsmen?

Surely, through specific training, sport as an educational method and tool can provide pedagogical knowledge that allows you to develop the educational values of this important human activity. It is necessary to educate to freedom and personal and social well-being through sport, and this is possible only through a pedagogical-educational training of those who practice sports (Coco, 2014) or/and who teach and disseminate sports, i.e. coaches, teachers, instructors, teachers. This orientation places emphasis on a fundamental aspect of sport, the educational one.

It seems essential to hope that every person who works in the world of sport and more generally of sports motor activities as a coach, teacher, educator, athletic trainer, transmits, "through adequate training, a pedagogical knowledge that allows them to interpret and critically understand the educational values of these fundamental human practices, to continuously engage in the search for meaning and experimentation with new ways of teaching them. The value potential for promoting the human values of sport lies in its ability to communicate, to make people compare, to make them meet and dialogue freely expressing themselves in all the fullness and joy of their mental and bodily humanity" (Isidori, 2008). In fact, the lack or scarce use of one's own body prevents subjects from developing self-mastery, perceptions and emotions and, consequently, to savor the satisfactions, pleasure and well-being that result (Coco, 2014).

We must aim for an education of young athletes who develop a need for freedom and well-being in practicing physical and sporting activities so that it becomes an essential part of their lifestyle. This can only be achieved through an adequate pedagogical training of the actors operating in the youth sports field.

As stated by prof. Emanuele Isidori, the approach to the values of sport is unfortunately still a preaching and prescriptive pedagogy, which tends to use 'moralizing' tones essentially hiding a frightening void of content with the consequence of a non-existent fallout on practice (Isidori, 2008). It is, therefore, necessary to implement educational interventions that can carry the theory into practice so that the training elements are within the proposed activities and not detached and used only when necessary (Coco, 2014).

Operators in the sports field, both at an amateur and professional level, are required to assume and transmit values, such as: honesty, a sense of justice, fairness, respect for the rules, respect for others,

fair play. But we cannot think of changing the world of sport or asking its operators to commit themselves to promoting values, if at the base they have not received an education-training based on these values.

Sport is not in an absolute sense a perfect tool for personal growth. Not infrequently, for example, it happens in youth sports schools that the 'less gifted' child/boy ends up in a corner of the field or gym away from the 'best' or perpetually seated on the bench. Sometimes it happens that these children/young people are mocked by their teammates and/or worse, even by the coaches. These situations often create frustration in young sportsmen and a consequent hate or adversity for the sport. For this reason, what should be a beautiful and fun time of the day turns into a nightmare for some. Unfortunately, many coaches in the youth sectors have victory as their only goal, forgetting that their main, delicate and very important role is that of 'educator'. Hence the need to train coaches and instructors not only from a technical-tactical point of view but also and above all prepared from a pedagogical-educational point of view.

A coach or instructor who works with children or in the youth sectors must perceive himself first of all as an educator and use a didactic that must be addressed to the involvement of all students, trying to lay the foundations so that through motor and sports activities the child/boy towards adulthood, becoming a guide and an example for the young athlete, creating and building educational paths to follow together with their students.

Sport and physical activities must be recognized as extraordinary privileged social and environmental containers of human relationships, effective tools for the fight against deviance phenomena, places capable of transferring values, rules, using a stimulating, active and participatory mode of joy and happiness. (Sibilio, 2005), reiterating that a constant pedagogical-formative activity is essential at the base.

The purpose of an educational sporting activity in developmental age, aims above all at the harmonious development of the individual, through the expression of personal and social skills. Through educational-sporting interventions, a healthy approach to competition with opponents must be transmitted, which is physiological in sport, in a complementary relationship with sharing and cooperation with teammates and coach; it is necessary to educate to address and sometimes contain both physiological and reactive aggression in a constructive sense. It is important in the developmental age to recognize, learn and manage emotions. The practice of a sport can be an opportunity to savor the various emotions that are physiologically generated during a competition, knowing how to recognize them and consequently learn how to manage them. The joy that is generated after a point scored or after a goal must be recognized and appreciated but must never lead to excesses such as disrespect for the opponent as well as when you suffer a foul, a goal or after a defeat, the sense of anger and frustration must never lead to unwarranted aggression towards opponents. To make children learn the importance of managing emotions, to perceive them and also to recognize them 'in the other', the figure of the coach-educator becomes crucial. It is education that allows the regulation of human motor skills and to channel the possible and physiological aggressive impulse towards the search for the best possible athletic-motor gesture, transforming into energy useful for learning and for the development of individual cognitive identity (Isidori, 2008).

Coaches, instructors, teachers must be able to transmit to the young athlete the confidence and self-confidence that allows him to concretely express his cognitive, personal, social and relational potential. The child, the boy, the athlete who comes to school, the gym, the playing field and who

approaches a sport for the first time already has a small experiential baggage of knowledge, skills, attitudes, values, which received and absorbed in its environment of origin. This heritage that already belongs to the learner, for better or for worse, is an important starting point as it represents the peculiarity that distinguishes the individual subject and that will determine the way of being and relating. The proposed activities, the situations that will allow you to acquire qualities and notions, in order to give results, require a dialogue between teacher and student in the content of the teaching. The teacher must put himself in the ideal conditions to be accepted by the learner, he must be able to win his trust, but at the same time he must have confidence in the child and in himself. It is also necessary to create a serene work environment: serenity is a peculiar condition; sometimes it is achieved more than a look a pat on the back and a smile than with a reproach or a peremptory command. It is necessary to make sure to transmit calm and serenity especially to the little ones, the more the child is agitated the more the teacher must be calm. Intuition, imagination, professional practice, psychology, experience, are qualities that are acquired over time and that can resolve sudden situations or difficulties that arise during the lesson (Calvesi, 1978). In order to have a better chance of success, it is necessary to have a good pedagogical preparation from a theoretical point of view and to know how to transfer it into educational practice with the primary objective of creating an effective relationship. This relationship starts from the knowledge of the child and should be realized from the first moments of the educational relationship and should then continue through a process of objective analysis and verification of the educational results actually obtained. Knowing before tackling any educational action means collecting data relating to the environment, family, medical, socio-economic and cultural situation that are part of the student's experience (Casolo, 2011). The educational role of the coach, the instructor, the teacher, the teacher is crucial for the learner to acquire and metabolize in a positive way all those values, of which we have spoken, that the practice of a sport can transmit. Once the learner has acquired these values, in all probability, he will keep them within himself and will continue as an adult to practice sport in a healthy way by inserting it as an essential moment in his lifestyle. To achieve this, the formative role appears essential that in the context of an integral education of the person we can define it as that path that accompanies him throughout his life. Therefore, educational sport should not be seen only as a resource in combating juvenile deviance, or for recovering from marginalization, but also as an ordinary tool to be included in the educational curriculum of every child and young person as part of a global training path for the person (Coco, 2014).

Conclusions

Sport becomes educational when it allows the development of the person's motor skills and abilities in relation to his cognitive, affective and social aspects (Le Boulch, 1979). It is neither obvious nor automatic that the simple sporting practice transmits values, in fact, the major criticisms that are addressed to sport concern both the lack of a real and profound commitment in the transmission of values, and the production of 'countervalues and negative values' by the sports operators, players and fans. According to prof. Isidori, in one of his works from 2008 "Education, sport and values" there are three types of values, namely pure values, negative values and mixed values.

They are the first, that is pure values, which must be pursued and for which we must seriously work in order to give a positive change to the world of sport, focusing primarily on a pedagogical training of its operators. In fact, these extremely positive values, once assimilated and integrated, guarantee respect for the dignity of the person and the community, represent the means and the end of sports motor education, i.e. health and well-being, active participation, friendship, loyalty, self-control, playfulness, socialization, integration, constancy, motor creativity, self-improvement and psycho-physical well-being. We must aspire to the pure values described since they act as regulatory models of motor and sports practice. While countervalues or negative values are those values that have an opposite concept compared to the pure values described above. We can identify these values by their extremely negative contents. This group includes negative values such as violence, hedonism, manipulation, narcissism, passivity, consumerism, victory at all costs, sexism, discrimination on the basis of motor skills, racism. Finally, we have mixed values which are those values that can act both as pure value and as countervalue or negative value, depending on the environmental context in which they are generated and developed and on the educational agents that operate there. These values are victory, competition, competence, performance, prize, health and well-being, interest, identification with the 'great athletes' or with the most famous champions.

It is now clear that in order to educate children to pure values, as Isidori indicates, the one who proposes the sporting activity becomes important, but the socio-cultural environment of reference where it is practiced is equally important. It is necessary for sports educators to try to prevent mixed values from degenerating into negative values, they must undertake to find educational strategies aimed at transforming negative values into pure values, always bearing in mind that the path is by no means simple. Schools, families, oratories, sports associations, federations, bodies and sports centers must find ways to dialogue and collaborate with each other for better and mutual help by defining common objectives, especially educational ones, to be achieved.

Play and sport promote the value of respecting agreed and shared rules and the ethical values that are the basis of today's civil coexistence; schools, families, sports associations, oratories should ensure that this is always pursued, overseeing the setting up of educational agencies. Education through sport, offered to young people should be offered in structures suitable for different needs. The delicate educational task should be entrusted, for example, to sports animators who make a serious commitment to know and share the educational project and to apply it to this activity without isolating it from the others; their training, however, should be cared for in a specific way. To facilitate the achievement of these educational objectives, it is necessary that schools, oratories, sports associations and sports promotion bodies develop suitable collaborations and synergies. Educators and teachers are committed to transmitting and making children live the foundations of a culture that bears respect especially for the adversary, the sense of belonging, responsibility, control of aggression and denial of any form of explicit violence. or implicit, on and off the pitch. "The motor experience must be characterized as a positive experience, highlighting the pupil's ability to do, making him constantly the protagonist and progressively aware of the motor skills gradually acquired. It must also be carried out as an activity that does not discriminate, does not bore, does not select, allowing all pupils the widest participation in respect of multiple diversities" (MIUR, 2012). Sport is therefore configured as the goal of an educative path that begins at a young age with the simple game, which as it grows changes into game-sport, until it evolves into real sport. Accepting this educational path allows us to face the values from play to sport in a complete and exhaustive way, accompanying the person in his

evolutionary, intellectual and moral growth. To face the educational path that crosses these three fundamental stages that starting from the game and passing to the game-sport leads to the goal of sport, it is necessary to have an adequate pedagogical preparation at the base in order to better face the physiological difficulties that this path hides.

From what has emerged so far, we can affirm that sport, being a human practice, can be, to varying degrees, a tool for the promotion of values. Everything depends mainly on who proposes the sporting activity to us, on his motivations, on his preparation, on his training, on his experience, on his values, but also on the social environment from which he comes and/or in which the sports-educational practice. These factors are crucial for sporting activity to intentionally become an educational practice. The educator's action is never aseptic or neutral with respect to the assumption and explanation of values. In fact, every action, everything that is said and done, every proposal, responds to a hierarchy of values possessed by the educator, who exercises his educational action explicitly or implicitly, always starting from his own point of view (Isidori, 2008).

Motor sports education must be reviewed in response to the ever clearer need to promote education in positive personal and social values, while also promoting a sense of responsibility; starting from sports practice and motor experiences, personal and bodily experiences will have to be given value through educational action.

Sport, if used as an educational means since childhood, carries out a relational and social function since by its nature it leads the individual to share a physical space (a field, a track, a play space) and a time, mutual support with teammates and solidarity with opponents. In order for this to happen in the current social context, it is necessary to focus on sports education supported by solid pedagogical foundations in order to overcome a mentality that gives importance exclusively to the pursuit of profit and personal success, while developing a positive sports culture instead. Sport can be an important tool for promoting values but this mainly depends on two factors: who proposes the activities to us and the environment in which these activities take place.

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