

THE EDUCATIONAL PURPOSE OF SPORT LA FINALITÀ EDUCATIVA DELLO SPORT

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Abstract

Sport, the bearer of positive values, through physical activity plays a fundamental role as an educational tool. The analysis of pedagogical theories and educational experiments, show how sport can promote concrete and constructive merits, thanks to conscious designs based on the student-Centric, and careful use of active learning strategies for the promotion of life skills. The purpose of this paper is to demonstrate practices and strategies capable of determining the art "sport" in the educational purpose.

Lo sport, conduttore di valori positivi, attraverso l'attività fisica occupa un ruolo fondamentale come strumento educativo. L'analisi delle teorie pedagogiche e delle sperimentazioni educative, evidenziano come lo sport possa promuovere pregi concreti e costruttivi, grazie a progettazioni consapevoli basati sull'allievo-centrico, ed un uso attento di strategie di apprendimento attive per la promozione di life skills. Lo scopo di questo paper è quello di dimostrare le prassi e le strategie capaci di determinare l'arte "sport" nella finalità educativa.

Keywords: Education, Movement, Pedagogy, Sport, Didactics.

Parole Chiavi : Educazione, Movimento, Pedagogia, Sport, Didattica.

Introduction

Today sport can overcome cultural and social barriers thanks to better performing methodologies that are close to the new generations. The innovative and educational development of sports activities is effective and is able to facilitate and support the educational growth of the community, especially young people. Sport and its implicit educational potential is also undeniably a powerful tool for the promotion and dissemination of values, beliefs and behavior. Nelson Mandela, during his tenure as President of South Africa, argued that: Sport has the power to change the world. It has the power to inspire, a power to unite people who few other things have [...] This discourse had the foresight to use sport to unify a nation divided by racial issues and to break down racial barriers.» (Mandela, 2000). The educational potential of sport is in its means, as an effective tool and for the creative and interpretative strategic possibilities that methodological action allows. Sport as a means is applicable in different contexts to integrate knowledge and skills derived from different socio-cultural fields.

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Therefore organizational behaviors and organic and integrated interventions can be in favor of the development of the athlete's resources. Sport as an aim, on the other hand, risks being arid adaptable to the only few considered subsequently talents, but adapted to the objective rules of sporting purposes. These considerations led De Coubertin himself, at the end of the nineteenth century, to consider the dual face of sport: Its beneficial effect depends on how it is handled, can stimulate the noblest passion as the most vile. It can foster altruism as well as love for personal advantage. It can be chivalrous or corrupt, used to support peace or prepare for war». Therefore, participation in sports activities alone is not enough to achieve the educational objectives, we need to consider carefully the strategies and pedagogical proposals, Carraro, (2004a; and 2004b); Koh & Camiré, (2015). Sport is educational when there is the freedom to apply the multiple heterogeneous approaches of the experimental method, when the observed variables are taken into account, when the educational components on which the interventions impact are identified, and finally when interventions are characterized to fill gaps in education to sporting values. . Therefore, if educational didactic planning, considers and uses sport efficiently, for the values we have introduced, we could exploit the experimental pedagogical potential, able to give back to young people, as well as adults, the potential longevity of lifelong learning, suitable for everything and especially for everyone. Therefore, this sporting educational action, in an ecumenical formula, would push the new generations to be protagonists and not submissive, proactive and not renounced, in confidence and willing to new communicative research and relational development. . The idea of sport as an end in itself, aimed only at the result, is now obsolete. It is clear that the practical importance of a motor and educational didactic strategy, which aims at sports culture, enhancing educational and social well-being, both individual and collective, also aiming at new prospects of success, of opportunities for psychophysical health and well-being and, finally, economic development.

1. Educational Methods and Sports

The educational systems of a society and the related tools and processes of development, have a foundation in their heritage of knowledge, values, beliefs and behaviors. In fact, the word "education", in its double meaning of *édere* (food) and *ex-dúcere* (take out), is composed of terms whose meaning is aimed at enhancing the value of the individual. The education of the individual and his virtues is possible through the behaviors shared and accepted by the social context of reference. Indeed, Bruner states: «Education is a complex activity, which aims to adapt a culture to the needs of its members and to adapt its members and their ways of knowing the needs of culture», (Bruner, 1996). Therefore, education equips the individual with the tools to make the best use of personal skills, thus reproducing the culture from which it is supported. In the same way sport, an essential set of social reference systems, many and different, capable of transmitting rules and fundamental values for social life and to reproduce their own behavioral models. The presence in the sporting environment of multiple subcultures, makes the cultural structure always sensitive and multifaceted, whose segments of society embrace particular and distinctive cultural elements of their own, (Donnelly, 1981). Subcultures are characterized by the sharing of beliefs, values, meanings and behaviors, represented in sport by a remarkably visible, open and significant background, ideal for the formation of subcultural values, (Green, 2001). The disciplines and the various sports groups within them have different characteristics and all guide the formation of different subcultures. The interactions with the sporting environment, not limited only to the practical activity, are useful to the different training contexts already rich in communication of values and shared beliefs. Each type of social interaction contributes to the formation of shared pedagogical models. Therefore it is useful to think of education through sport, as a practice that tends to communicate positive behaviors and values, and that is why sport uses a system in which the environment and societies are identified. The individuals integrating and appropriating the actions, the quality, the merits and the skill of the athletes, nourish themselves

through the sporting exploits. The sample movement is seen as a diversified educational reference in the cultural and subcultural panorama. Consequently, sport as a model, in the context of which values are passed on, also becomes a place for learning transversal skills. In fact, the Olympic values education program (OVEP), promoted by the Olympic Movement, uses the context of Olympic sports and the principles of Olympism to learn and spread the values related to it (excellence, respect and friendship), and then develop into becoming responsible citizens. The OVEP is based on the philosophy of Olympism according to which learning takes place through a balanced development of body and mind, International Olympic Committee (2016). This project is necessary, since its global spread is useful for the sustainability of the host country of the Olympic Games, in order to promote the development plan for Olympic Education in its programmes. To this end, for the development and dissemination of the objectives, the production of the Olympic Values Education Toolkit (2007) has been proposed, which, being a resource, mainly theoretical, but with aspects in favor of practical experiences, supports the operators of the sector, as teachers and educators in order to promote the values of Olympism. The main methodologies proposed by the Toolkit focus on some learning strategies such as: group discussion, the use of dilemmas, role playing and working in small groups. The effectiveness and impact of the programme and the Toolkit on the educational aspects is difficult to detect because, in agreement with Binder (2012), the approaches are of different interpretation: (a) mainly oriented towards theoretical and notional knowledge of the Olympic Games; (b) oriented towards participation in Olympic Games for students with particular emphasis on understanding fair play and cultural differences; (c) focused on improving motor skills with the idea that personal and social growth takes place through the commitment to improve through physical exertion and competitions; (d) which interprets the Olympic ideals as learning objectives in all aspects of life integrated with active participation in sport. These, lead us within the models that use sport as a tool for learning transversal skills. The most widespread methodology, both research and practice, has its focus in the development of life skills. In literature, the topic education and sport, is identified with three key angles to characterize education to life skills: the first, the acquisition of personal resources and cognitive, emotional and physical skills. Next, the relevance of these resources to improve coping skills and allow the individual to effectively deal with real life situations. Finally, the last, which arises from the condition that people, especially children and adolescents, learn better life skills through active participation in experiences of movement, play, play and sport (Koh & Camiré, 2015). In conclusion, however, there is a critical element, due to the fact that the efforts made to identify the variables to be observed, have often neglected the details of the models and contents of the programs implemented (Camire et al., 2014). Of course, finally, these project experiences provide us with very positive data about the effectiveness of interventions related to the variables sought, such as: empathy, social responsibility, ability to set goals, pro-social behavior and fair play (respect opponents and companions, respect for rules, respect for social conventions, rejection of cheating) and life skills.

2. Education for sport culture

Scientific knowledge of the pedagogy of physical exercise and sport is academically placed among the sciences of education, physical activities and sports, the main features of this field of research make it a multi- and interdisciplinary scientific field. . The scientific context is therefore heterogeneous and the operational research scenario ranges from the school scope, to the spacious sports boundary. A broad framework, composed of many actors whose knowledge, skills and skills of the content affect all operators in the sector, whether they are instructors, coaches or teachers. Everyone must be able to respond professionally to the specific and characterizing demands of the various contexts whose needs correspond to the places where the movement is practiced, above all the school and to follow the various environments and training contexts, from professional to amateur sports, from fitness and up to the endless amateur sports educational associations. Obviously different contexts and objectives, within which the

movement in favor of health and well-being is disseminated and expressed in favor of the participants, (Armour, 2011). Historically, in ancient Greece the "pedagogue" was a slave with the function of accompanying the child to school or gym, but later with the conquest of Greece by the Romans they were called "paedagogus", the same figure of the Greek slave also with the function of teacher of their language. Over time the meaning of "paedagogus" became that of a teacher, regardless of social status and, in the imperial age, then, "paedagogum" was called the school of court pages, Micheli (1876). Today, the figure of the pedagogue, is interested in the education of the person for the entire span of his life and his science, pedagogy, also deals with school education and its learning, Agazzi (1975) and Frabboni (1992). The modern Sciences of Education, subdivide their field of action towards operational purposes that invest the role of the pedagogue to know (theoretical knowledge), to know how (practical skills or abilities) and to know how to be (How an individual combines doing and being). Who educates (the person who relates to the other by himself) and forms (the person who relates to himself), must consider the necessary transversal learning of the contents of the school disciplines, from mathematics to Italian, from physical education-motor to that musical and artistic. Currently the organization of our society makes us little active, and the sedentary lifestyle seems to take over the regular practice of physical exercise. A study by Thompson W. R. (2015), highlighted that the current proposals of fitness involve all age groups and represent a practical solution that poses the problem of teaching modern forms of movement that catalyze the attention and interest of millions of people in Italy and in the world, which are aimed at facilities that offer services related to motor and sports activities. Particular attention should be paid to public and predominantly private facilities providing physical activity services, from the more traditional to the more modern. Places where there is no more promotion and animation but real work of training and education, where children are involved, adults in various age groups, the elderly and, for several years now, people with chronic stabilized diseases that with exercise can maintain and improve their health. Training opportunities through sport cannot fail to consider the cultural issue that runs through sport and how it goes further. The way in which we think of sport must concern society and the economic world, but above all it cannot ignore the authoritativeness of the golden rule constituted by the elements of education, training through movement and young generations. One of the cultural approaches of sport that necessarily influences the management approach is, that of making sport a commercial activity, only for adults, thus totally sacrificing the interest in young people. In this mode, the sport is qualified only according to the result, the show, the affirmation of those who are strong and talented in business value, Westerbeek (2013), Garner et al., (2016). On the other hand, a different criterion is based on the idea that sport must be in function of the person, of his well-being and of his human growth. To improve and overcome oneself, in harmony with the community, maturing positive results for the individual good and for the ethical development of society. Often this model based on moral and civil solidarity is silent, practiced in many humble realities, but almost without a voice and without words. This archetype is constant to the idea of educating for sport and through it the whole surrounding context, (Isidori, 2012). Therefore, I play strength, the educational approach of sport, only applying the design that enhances the dimension of play, which is accompanied by the sporting activity and the aspect of gratuitousness that is inherent in the game. The challenge of sport for all and for all is based on the educational values of the movement that improves life. A way of thinking to understand sport at the center of the person addressed to everyone and that accepts the challenge of being able to involve everyone, from the demotivated to people considered weaker from an economic and social point of view, It is not for work reasons, but for health problems. This sporting culture and the relative planning modality, in order to have a lot of formative success, must find place in a media interest, especially the new frontiers of communication, such as social networks, in order to "be heard by all", (Riva, 2016). The possible actions of development of this sport culture must be open to dialogue with those who have a different vision of sport. Through a dialectic of sport achieve the promotion of common interests and the growth of culture and educational potential not only sports of our country. Therefore, sport can improve through educational processes, to the advantage of the enhancement of the resources of sports practice which embodies the growth of

younger people. Sport, although it has always cooperated in the formation and individual growth of young people, from the most popular sports, such as football, to minor sports, all have supported, for several generations, the family and the school in the construction of the "community of people", (Sibilio, 2005). In addition, other training agencies, endless sports associations, gyms are also worth considering. They, through the many and multifaceted fitness activities improve motivation to movement. The above-mentioned cultural and managerial approach, of sport as a business, certainly fascinates more, but it remains for a few and these few, the selection is ruthless. This is due to the prospect or dream, to become a future of famous and especially rich champions, as the myths of football of our time, but in the face of ruthlessness, only one becomes a champion, must "Win over all and All" the pleasure of playing, to have fun and to test themselves. Today sport, especially the popular ones, have an unaware attraction and propulsive force, to the point of affecting the emotions of millions of people and especially of all ages. Sport is also a great opportunity for education, an internship that can help build champions for life (Farinelli, 2005). It is important, therefore, that the reasons that lead young people to approach a gym or a sports group, are projects and that sports operators are qualified persons able to continue, through sport, the educational and formative process started already in the family. Such choices could also be useful to improve communication with the new generations, to improve the acceptance to the changes always so fast and deep, such as to invest our society to the point of overwhelming it. The educational model is the expression of a society and many things are acquired by living itself (Palmieri, 2012). From this it follows that, even before evaluating the design phase, it is necessary to reinforce the idea of the renewed trust of education in the activity as the main instrument of cultural transmission, values and beliefs, so that this condition, may improve the reasons of life and make them more and more credible and fascinating to realize. Educating with sport and the values of life is a principle linked to practice and less to theory. Education through sport, loyalty, respect for the rules, cooperation, the desire to always improve (Costantini, 2008), even if it is obvious, hides inside, such as episodes of violence in youth sport, doping, and illegal phenomena. Educating with sport, needs, basic culture, specific training and motivation and passion. Assessing the educational potential and the management approach to use it effectively and efficiently is a next step. The freedom and creativity of those who learn and those who teach must be sovereign in the mutual participation in play, movement and sport. Sport, in order to be free from every economic law and profit, must start from the assumption that the values it teaches through movement or artistic representation will then be a phenomenon of imitation and construction of reality. As Cereda (2015) explains, "Teaching to practice a sport is a complex and dynamic activity that extends beyond the place of the activity and is not simply implemented with the transfer of knowledge and skills of the instructor to the student. Essentially, instructors must be trained to understand, interact and relate to the environment where they operate. Instructors perform a range of tasks that require different skills. These include: the analysis of needs, the definition of an overview, the development of a strategy, the creation of an action plan, the organization and management of people, the definition of indicators of progress, the process of education, relationship management, conducting technical lessons, appropriate teaching to adults and children, interpretation and reaction in situation, self-assessment and innovation. Developing educational skills in coaches means giving them the opportunity to operate by mobilizing, orchestrating and harmonizing the technical-tactical knowledge of the sport discipline, relational skills and educational strategies suitable for the context, helping the athlete to "transfer out of the gym" (Hellison, 2003), and from the playing field the life skills learned, favoring that educational and critical-reflective process that has as its object the improvement, growth and integral development of the person through sport.

Conclusions

In a social environment characterized by a strong difficulty in educating there is a strong sense of responsibility to show all the educational value of sport. It is necessary to develop fully the awareness of having in your hands a privileged instrument of involvement and education of the youngest. It is no longer

enough to proclaim, almost rhetorically, that sport is a great resource for education, we must go further and make a series of concrete management choices that show its value. It is, first of all, to improve the sport itself by adopting an approach oriented to expressing the social values of this sector, overcoming the barrier imposed by business rules that greatly limit its educational potential. Making sport an educational asset through effective management is the first step to ensure that this can, then, represent the tool for educational development. By means of effective cooperation with the school environment and the family environment, the world of sport can concretely pursue an educational, cultural, social and, later, economic benefit. You can educate every day thanks to a long-term perspective and a synergy with the various stakeholders of the territory. In this regard, the key elements for making sport educational can be summarized through the following focal points:

- the centrality of the individual and its values, rather than its economic interests;
- educational intent;
- an educational method capable of welcoming, guiding, training, accompanying and giving concrete prospects for development;
- a voluntary experience;
- invest in educational places (sports field, stadium, gym, changing room, street, square, school, etc.);
- ongoing training of educators: coaches, animators, instructors, sports managers, referees, operators;
- A collaborative approach with the school and family context.

Sport is part of a broad educational process. Those who manage the training (teachers, coaches, instructors, athletic trainers, etc.) must not only apply the rules of common sense and spontaneity but, Above all, be able to adapt the methodology of educational training aimed at integrating pedagogical principles and educational strategies with the processes of development of motor skills and techniques of the sport discipline. This, recalls the responsibility of the whole sports world, all technical operators and their trainers, who need to promote the development of educational skills, which will allow not only to be coaches responsible for physical and tactical preparation, but, above all, educators aware, able to use sport in order to convey values, foster the learning of life and soft skills and promote the processes of empowerment, Benetton (2015); Isidori (2009); Maulini (2019, 2014, 2006); Jones et al (2004). It is therefore necessary, as argued by Daviv (2008), "redesign the role of the coach starting to think of it also as a director of cognitive/affective scenarios, as a creator of learning contexts, as a processor of globally training situations and especially as a mediator, in educational contexts, between the analytical and the global, between the motor specialization and the human qualities, between the sporting mastery and the emotional intelligence" (Davi, 2008). The sports model will have to develop in the technical-sports curriculum, the intra and interpersonal skills and educational strategies that will allow the coach to create a training environment capable of promoting participation, dialogue and confrontation, on which to weave an authentically educational relationship with its athletes. Only if the training mission goes beyond the mere performance approach, sport can express its educational vision and become a tool capable of developing motor dimensions in an integrated manner, psychosocial and physical of the person and affect in the construction of active and healthy lifestyles, Maulini (2019, 2014, 2006) facilitating the achievement of a harmonious functional, physical and psychological balance, dynamically integrated into the natural and social environment (WHO, 1998, 1986).

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