

PERSONAL DEVELOPMENT THROUGH MOTOR SKILLS

LO SVILUPPO DELLA PERSONA ATTRAVERSO LE COMPETENZE MOTORIE

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Abstract

The importance of the function of sport and movement education in general and the impact they have on people's lives is an issue that is becoming increasingly central to their well-being. A toned and trained body is the only antidote to a preponderant presence in the life of man of technology and computer systems, which increasingly predispose to excessive simplification/absence of motor actions. Movement education and the habit of it must start from kindergarten, in a perspective of lifelong learning.

L'importanza della funzione dello sport e dell'educazione al movimento in generale e l'impatto che essi hanno nella vita delle persone è una questione che sta diventando sempre più centrale per il benessere delle stesse. Un corpo tonico e allenato è l'unico antidoto ad una presenza preponderante nella vita dell'uomo della tecnologia e dei sistemi informatici, i quali predispongono sempre più all'eccessiva semplificazione/assenza delle azioni motorie. L'educazione al movimento e l'abitudine ad esso devono partire dalla scuola dell'infanzia, in una prospettiva di apprendimento permanente.

Keywords

Motor Skills, Wellness, Motor Education.
Competenze Motorie, Benessere, Educazione Motoria.

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1. Introduction

The body is healthy only through movement, whether it is a sports performance or a simple motor action. The fundamental role of the motor sciences is to merge the specific knowledge of the sciences of movement with the physical education. At the heart of the didactic and educational process of the sciences of movement is not discipline but the person. Through motor education new skills are facilitated and enhanced, new experiences that become part of the baggage of the formation of every human being. Greater presence in the school of motor education, together with the values that accompany it must be the main objectives of an evolved society that puts the person, his abilities and his psychophysical well-being at the center. Sport, therefore, as an object of knowledge, must be considered as a simple event, as a succession of planes, in which they are represented and crossed, as signs of different discourses, inhomogeneous things: body techniques, tools and regulated spaces, measures such as comparison and norm, but also movements, which can simultaneously open to the laws of biomechanics and emotional dynamism, to the syntax of roles, converging towards a biopsychosocial set of the motor act itself.

Therefore, the set of things that are consolidated in a multiform knowledge, objects to be understood that are aggregated in discursive units, depending on the criteria that the gaze adopts. Mythological space par excellence, sport and sport, as a concluding act, represent the work of ideas, elaborated and designed to build an individual identity, no longer elitist but also capable of group cooperation. For these reasons, it is necessary to reconsider the educational and growth spaces, in favor of the inclusive training process, which lead to the realization of the movement and sport destined to be for all and for all. The principles that regulate the key factors of education, first are generated in the family, then later passing to compulsory school and training. The reason for this assumption is due to the fact that education is always the expression of the culture of a certain civilization, as well as representing the means by which civilization is preserved and extends over time. Sport, therefore, is a phenomenon and a need for civilization. So, never as now, we feel the need to use in a preponderant way the combination, movement - power, and the reasons are due to the development, no longer environmentally sustainable, of our contemporary civilization. The European Parliament has been called upon to give its opinion on the Commission's proposal.

This explains, the reasons why, our society feels the problem of physical efficiency, and through it the lowering of risk factors and comorbidities that predispose to viral diseases. Thus, a toned body in a reactive mind, is able to keep pace with the growing development of technology and the exponential growth of computer and digital systems, increasingly predisposed to the economy of movements, due to the excessive simplification of motor actions. More than previous civilizations, therefore, nothing can be overlooked, indeed the educational base that allows social, psychological and cultural development must be strengthened in order to be competitive with the increasingly globalized society, and an example of the effects of liquid society (Bauman, 2011) was the very short time, just three months for the virus from China to pass through Europe. The school is therefore fundamental and must be even more protagonist, in favor of strengthening the knowledge and identity of each individual student. For this reason, sports, even those considered minor, can contribute to the psychophysical growth of students, to the development of full self-awareness, in the broad recognition of globalization and in favor of equal opportunities.

In conclusion, the educational action from the bottom up will have to reorganize the training process, now already at European level, whose already profound discussion on the subject of skills to be acquired represent a useful guarantee for the full and harmonious development of ethical and civil solidarity. Therefore, training and education must be geared towards work orientation and social welfare. From the eight competences in European key, the educational path must necessarily facilitate the acquisition by all citizens (Annex European Framework of Reference, approved by the European Parliament on 22 May 2018) skills suitable for meeting needs, useful for personal fulfilment and development, from employability, to social inclusion, in favour of a sustainable lifestyle, for a fruitful life in peaceful societies and, Finally, for a health-conscious management of life and in favour of active citizenship.

2. The centrality of education to the movement

The lifelong learning perspective, from early childhood to full adult life, through formal, non-formal and informal learning in all contexts, starting with the family, through school, workplace, neighbourhood and other communities, It should aim at the consolidation of skills that allow you to act as a conscious and responsible citizen, in benefit to the full participation in the social life of your country. The general theory that has an exemplary reference value belongs to Gardner (2002), whose reflections aim to support the plurality of intelligences, supporting the thesis of the function of learning as a complex process, To engage different minds.

Performance education must start from didactic actions, which allow us to modify the "learning processes" Freeman (2000). This, not to neglect the awareness of the subject who learns. In conclusion, Damasio (2000) is also in favor of learning processes, thus arguing that "the experiential perspective is a living source of metaphors. It is present in organisms with rich cognitive abilities and large conventional memory, such as operational memory, language, and manipulation abilities, classified as intelligence". This experiential perspective "is ceaselessly constructed by the processing of signals by a wide variety of sources" and stimuli that involve all human activity. Movement education is central to health education and psycho-physical well-being, thus promoting the regular exercise of the body's energy, plastic and regulatory function. Performance education is therefore a fundamental aspect for the human, social and intellectual development of the individual and for the prevention of unsportsmanlike behaviour.

Lessons, which will have to start from primary school, because it is essential to have a good education in the correct lifestyles, for psychological well-being, but especially for sports performance. The school teacher, through sport leads an important role in the formation of people "physically" educated in the promotion of the culture of health, traces a path of life that must begin and also take into account motor education. Since ancient times one understood the importance of having a well-groomed, healthy and robust body. As long as you are a child or adolescent, you resort to an education and a philosophy as a child, and already taking care of the bodies to flourish and strengthen is to make a good help to philosophy. >> (Plato, "Republic", VI, 498b).

The body, considered by Margiotta (2009), as "thing among the things of the world", must be preserved and kept healthy through movement. Thus, the only objective meaning of the word makes necessary to the body the practices and mechanics of movement, both based on the laws of repetition, volume and intensity of physical exercise, guarantors of

positive responses, Useful to improve the quality of life. To deal with this medical specialization in favor of the health and well-being of the citizen are the Exercise Science "A discipline based on theories and research regarding application solutions to health problems related to physical inactivity and which aims to promote individual and public health and well-being through evidence-based physical activity interventions empirical" (Smith, 2004, p.5).

While Sport Science, is reserved the area of development and improvement of sports performance, as well as the necessary technical-scientific support of the athlete, through physical training. The interdisciplinary nature of Sport Science is characterized by collaboration with coaches and athletic trainers" (Smith, 2004). Then, the Physical Activity, inherent to the Exercise Science, regards the bodily movements produced through the musculoskeletal system and the relative energy consumption, this in correlation with the physical fitness or physical fitness, (Caspersen et al.,1985, p.126). Otherwise, the research areas of Physical Education, are concerned with learning and movement throughout the entire life, that is, to "learn to move and learn through the movement, adapting the modes according to individuals and age" (Gallahue & Cleland-Donnelly, 2003, p.2). After this introduction, it emerges that the reference scientific literature has focused almost exclusively on empirical research of the learning processes of motor skills and competences, performance and (quantitative) assessment of skills. Instead, scientific research that has educational meanings of motor activity, whose aims are in favor of the self-determination of the person and his ethical and civil moral responsibility, are often disregarded. To contribute to this result is also the confusion derived from different meanings, such as: "Physical activity", "Physical education", "Sport" and "Exercise (physical)" They can do nothing but feed the confusion and defects of the theoretical basis of this field supporting flaws of investigation and knowledge, then summarized in the "Motor Sciences".

In seeking to offer an educational meaning of activity and the motor sciences, the scope of which can be categorically addressed to the person, thus extending the subsequent idea to the benefit of a Performance Education, Motor Education (EM) plays a primary role:

- the set of intentional or implicit processes capable of supporting individual maturation and of fostering the learning of human movement skills and competences. Motor education includes the physical, intellectual, cognitive, emotional, motivational and socio-relational dimensions.

- Its aims are the attainment of awareness of the meanings and values of corporeality and movement, the development of responsible autonomy and free expression of personality, with a view to adopting a healthy lifestyle, (Lipoma, Nicolosi, Carraro 2009).

In the light of what has emerged, it is necessary, in a work of scientific sources, to combine the Motor Sciences with Motor Education, since the scientific disciplines (some of which include biology, physiology, anatomy, medicine, philosophy, anthropology, psychology, sociology, bioengineering, computer science), are combined with the processes of motor teaching/learning, education and movement, whose common aims concern the mastery of the skills necessary for the construction of identity, to the achievement of individual and collective health and well-being and finally to the realization of the self in a panorama of inclusion of social and ethical differences. In our educational system, Physical education, in the meaning that the Italian scientific literature attributes to it, is linked above all to school. This is due to the fact that the motor activity as well as the education to the movement is linked to contexts, environments and functions, prepared ad hoc for the institutional and formal training process.

Thus, the same educational practice, methods and means for the development of the movement require a scale of priorities of objectives and contents, only for physical activity as an end in itself and not organized so that students can realize such experiences that surpass themselves by globally involving the personalities of all. Development and autonomy skills must be prepared for students and must not be an end in themselves: "skills in the abstract do not exist, but there are children with their stories and their bodily experiences. There are Annas, Peter, Judith and Rachel, people who in different situations, in our case in the field of motricity, manifest competence in doing (sports), acting (motor), being (body) in a certain way, not in the abstract but to solve a problem, To face a situation, to make a specific product. The subject of competences is not the discipline but the person, who proves competent in acting (operativity) for several times in a series of different contexts (transversality), proving himself able to choose in freedom and autonomy, aware of his choices (metacognition)", Neighbors (2010).

Performance education (EAP), starting from formal contexts, whose compulsory training is a basic resource, dissipated in unnecessary fulfillment, and not realized in individual experiences, whose capacities and actions provide for the development of skills and autonomy. Through the EAP it is possible to globalize experiences in the maximum involvement of human abilities, underlying to develop, increase and maintain motivation to success, self-confidence and confidence in the next, the competence of the body, and the knowledge and the competence in deepening the knowledge of the opportunities but also of the risks related to the increase of the potentialities of the motor abilities. Looking beyond school, in informal places, to prepare for sports skills, here too we need the responsibility to enhance human abilities. According to Whitehead (2010), Physical Literacy, is an endowment of each individual, also determined as the willingness to maximize human abilities (motivation, confidence, physical competence, knowledge and understanding) to enhance and to take responsibility for practicing physical activity throughout life.

So, for Higgs & coll. (2008) Physical Literacy also represents the ability to "read" and understand reactions to adaptations during physical activity. All education to values, due to the positive connection of different learning environments and their processes of contamination, inspired by tolerance, fair-play, social cohesion, equal opportunities and whose objectives are defined in the literature "extrinsic", aim at the general purposes. These, through self-determination, the progressive acquisition of autonomy and responsibility, are directed towards the achievement of a state of satisfaction and achievement. These premises aimed at achieving broad educational goals and goals, represent the basis for the realization of the EAP.

Therefore, the EM, is essential to the formation of every human being, taking care of his body, the potential but also its limits, general and specific health, the interrelation with others, the motivations for the enhancement of individual skills and the self-determination of physical and psychological well-being objectives, including the development of skills, motor skills, useful for the formation of identity, the increase of awareness towards the body. Motor Education, therefore, facilitates and enhances the opportunities to face new experiences, to relate to others, to express themselves with many languages. In fact, the different school disciplines represent the parts of an educational path, tools to be used to achieve common goals and shared goals. Teaching objectives can be used for metacognitive development by favor of the use of the body and mind, through creativity, with new strategies and always checking the results. For Arnold (1988), EM legitimizes "the body and movement as forms of being a person that are intertwined with narrative

and paradigmatic linguistic forms, and must be treated as cultural forms on a par with others”.

Conclusions

The education of the body and movement, through the EM, surpasses "physical education", always linked to healthy ideas, whose body (physical) is considered a tool for the psychophysical well-being or for the achievement of the state of sports performance. Instead, the EM, is motor expression, and deals with the formation of the movement through the didactic experiences in order to realize the values and cultural, physical, cognitive, social and moral objectives. Thus, EM can represent the push for cultural change starting from children, the context and the school environments, for the learning of a lifestyle of future citizens, performers or sportsmen, centered on well-being. The EAP must have the new opportunity to rely on the practice of physical and sporting activities, for every student, and especially on the practice of the context, based not only on knowing how to do but also on being, Gardner (2006). The school will have to reprogram the physical activity in favor of the EM through more hours a week in favor of the development of intentional or implicit processes, to support the individual maturation, to encourage the learning of skills and competences of human movement.

The EM, therefore, includes the physical, intellectual, cognitive, emotional, motivational and socio-relational dimensions (Lipoma, Nicolosi, Carraro, 2009) to stimulate value training to the complexity of the person whose objective is the promotion of individual and public health and well-being through various interventions of physical activity based on scientific evidence. Motor education, when it is structured in a sporting commitment, in an organization of rules and play space, from a playful moment and well-being is transformed into competitive activity, bringing out further values that can be implemented in the way of saying: "fair play". They are honesty, dignity, respect for teammates, opponents and referees. Loland (2000), rejoins the sport the characteristics: fluidity of play, ability, competition, excitement, drama and finally, joy, such, to make the sport a comparison, or clash in combat sports, fair and equal between opponents. To prevail, therefore, in sport must be skills and abilities based on the competition of the joy of victory, who wins will be only more able to the disadvantage of those who will accept defeat without anguish.

In the Decalogue of the young sportsman, (Mazzeo, 2019), the principles through which the training process, starting from school and continuing through sports realities, must be articulated in favor of the "development of the European dimension in sport by promoting impartiality and openness in sport competitions and cooperation between the bodies responsible for sport and by protecting the physical and moral integrity of sportsmen and women, in particular young sportsmen". Sports performance education, starting with motor education is crucial for the formation of the personality of the child and the young athlete. Thus, starting from the primary school of childhood, must be established in educational plans, the promotion of health and the concretization of preventive measures, also necessary to avoid the reduction of levels of physical activity and the due psychological and physical consequences (Montesano et al., 2016). Through the motor activity, therefore, will be stimulated the physiological functions cardio-respiratory and muscular, Bailey (2006), but also the emotional abilities and relationships, necessary to be able to master the various problems of everyday life, By stimulating confidence in the

individual potentials of automation and failure management capacity, Duda & Nicholls (1992). Sport, in conclusion, to this day, is present in the life of every person, from childhood to adulthood. The U.N.E.S.C.O. emphasizes that physical education and sport are a fundamental aspect of education systems and for the human, social and intellectual development of the individual. Today, more than ever, there is a need to start promoting sport together with the development and ethical and civil improvement of the person. As a result, the current lecturer in motor sciences and sports activities will also have a central role in the educational process of the school, of all levels, which will aim to achieve the objectives of the discipline both in favour of the development of technical skills and in favour of the training of subjects oriented to the improvement of their limitations and self-esteem, To the advantage of positive attitudes useful not to favor negative behaviors to failures, Piercy et al., (2018). The School, central in the process of growth of sporting values and development of motor skills, will also have the social role of prevention and promotion of well-being, through healthy lifestyles in prevention especially to the phenomenon of abuse of doping substances. Through movement, the body is considered a resource for the structuring of the self and the learning processes, also providing the possibility, through the design of educational and inclusive school paths, to the benefit of construction, of the discovery and knowledge of the individual and for the realization of a sustainable future and equality of diversity.

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