


# ENGAGING IN THE REALM OF MOTOR SCIENCES AND SPORTS: AN INVESTIGATION INTO THE INTENTIONAL NATURE OF EDUCATIONAL ACTION AND ITS DIDACTIC IMPLICATIONS

## EDUCARE NELL'AMBITO DELLE SCIENZE MOTORIE E DELLO SPORT: UN'INDAGINE SULLA NATURA INTENZIONALE DELL'AZIONE EDUCATIVA E LE SUE IMPLICAZIONI DIDATTICHE

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### ABSTRACT

The educational practice of motor and sports sciences takes on the form of a strategic and intentional action, facilitated by symmetrical interpersonal relationships between educators and learners. Proactiveness plays a central role in constructing meaningful educational pathways, where intentionality materializes and reflects in praxis. The purpose of this article is to examine education as a social action, a role that becomes even more relevant in a socially inclusive civilization.

La pratica educativa delle scienze motorie e sportive si configura come un'azione strategica e intenzionale, mediata da relazioni interpersonali simmetriche tra educatori e educandi. La progettualità assume un ruolo centrale nel costruire percorsi educativi significativi, in cui l'intenzionalità si concretizza e si riflette nella prassi. L'articolo ha lo scopo di esaminare l'educare come un'azione sociale. Il suo ruolo diventa ancora più rilevante in una civiltà sociale e inclusiva.

### KEYWORDS

Educate, educational action, intentionality, motor sciences, sports  
Inglese

Educare, azione educativa, intenzionalità, scienze motorie, sport

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## Introduction

In the context of kinesiology and sports, education plays a pivotal role in shaping mindful and proficient individuals, capable of developing not only physical prowess but also cognitive, behavioral, and moral faculties. The concept of "education" originates from the Latin root "educere," implying the act of "bringing forth" and "guiding." This notion translates into the endeavor of fostering individual growth through example and instruction, while simultaneously signifying an intentional process aimed at eliciting behavioral changes and personality development. The intricate interplay of psychological, social, and cultural elements intertwined with education necessitates a profound reflection on the intentional nature of educational endeavours and their implications within the didactic context of kinesiology and sports.

As asserted by Aderson et al. (2022), education is not merely a knowledge-transmission process; rather, it constitutes an action intertwined with ethical and philosophical implications, seeking to confer value and normativity to the educational experience. Education is a circular process where educators and learners interact actively, contributing to the collective construction of knowledge (Cereda, 2023 p. 63). This interaction entails a relational symmetry, wherein educators and learners engage in mutual exchange of knowledge, experiences, and values.

In the realm of kinesiology and sports, educational practice assumes a pragmatic and strategic character. Designing meaningful educational pathways becomes essential to materialize educational intentions and lend purpose to the undertaken actions. In this context, the concept of projectivity involves planning activities and experiences targeted at fostering motor, cognitive, and social competencies, as well as creating stimulating educational environments (Shang, Moss & Chen, 2023).

However, educational projectivity is not a mere adaptation of theories and methodologies; rather, it constitutes a critical process of redefinition of educational practices. Education becomes a reflective action guided by the quest for solutions to specific problematic situations, aiming to promote learning and socialization of the involved subjects.

Educational action is not an isolated phenomenon but a deeply rooted social action entwined in systems of norms, meanings, and cultural traditions. Particularly within the field of kinesiology and sports, education actively contributes to shaping and transforming social dynamics, promoting values such as cooperation, solidarity, and respect for rules.

Nevertheless, education in the realm of kinesiology and sports cannot overlook constant anchoring to the context. Educators must carefully consider the specificities of the situations in which they act, adapting educational practices according to the needs and characteristics of the involved subjects. This attention to the context proves crucial in ensuring the relevance and effectiveness of educational actions (Fernandes et al., 2023).

Furthermore, education in sports entails a perspective open to change. Educators must be ready to envisage possibilities for transformation within the experiential realm of their learners, enabling them to develop not only physical competencies but also cultivate an open and adaptable mindset, vital in the ever-evolving sports world.

From this standpoint, the present article seeks to examine the concept of education within the realm of kinesiology and sports, shedding light on the intentional nature of educational endeavours and their didactic implications. Through a theoretical and empirical perspective, the objective is to provide a comprehensive and critical overview of educational practice, with the aim of strengthening the awareness process of educators and instructors. Only a profound understanding of the diverse characteristics of educational action will allow for the development of relevant didactic strategies and elevate the quality of education in the field of kinesiology and sports.

## **1. Educative Endeavours in the Realm of Kinesiology and Sports**

Educative endeavours in the realm of kinesiology and sports epitomize an intentional and purposeful process, aimed at fostering personal, cognitive, and behavioral development of the individuals involved. The act of promoting growth and transformation through exemplification and instruction acquires particular significance when applied to the domain of kinesiology and sports, where education seeks to cultivate not only physical abilities but also cognitive and social aptitudes of the individuals.

The complexity of educative action in the sports domain becomes apparent when considering its multidimensional significance. On one hand, it constitutes a circular process wherein educators and learners actively interact, co-constructing knowledge and fostering mutual socialization (Cereda, 2023). This mutual engagement leads to the formation of an educator-learner, educator-educator, and learner-learner relationship, where the specificity of individual situations plays a fundamental role in defining the character and direction of educative action.

Moreover, educative action is intentional and goal oriented. Educators must design meaningful educational pathways tailored to the needs of their learners and the specific characteristics of the context (Shang, Moss & Chen, 2023). This aspect underscores the importance of a critical reflection on educational practice, where the pursuit of solutions to specific problematic situations becomes crucial.

The educative action within the domain of kinesiology and sports is also imbued with a pragmatic dimension. Educational intentionality must translate into concrete action, capable of transforming and realizing the value-laden instances that motivate education itself (Magill & Anderson, 2022). In this context, educational projectivity assumes a central role, delineating educational plans consistent with pedagogical objectives.

Educative action in sports takes the form of a social process intrinsically linked to systems of norms, meanings, and cultural traditions. For instance, education in the sports context promotes values such as respect for rules, loyalty, and cooperation. This contributes to shaping and transforming social dynamics, enabling individuals to develop an open and adaptable mindset, crucial in an ever-evolving sports environment.

Finally, educative action in the domain of kinesiology and sports demands constant contextual anchoring and openness to change. Educators must adapt to the specificities of the situations in which they act, ensuring the relevance and effectiveness of educational actions. Simultaneously, they must be ready to envision possibilities for transformation, allowing their learners to develop adaptable competencies and mindsets.

In summary, educative action in the realm of kinesiology and sports is an intentional and circular process, wherein educators and learners actively interact in the construction of knowledge. It constitutes a strategic action oriented towards change, with the objective of promoting individual and social development. Educational projectivity assumes a fundamental role in defining meaningful educational pathways consistent with pedagogical objectives. Education in sports

actively contributes to shaping and transforming social dynamics, promoting values such as loyalty, cooperation, and respect for rules. Additionally, educative action demands constant contextual anchoring and openness to change, enabling the envisagement of transformative possibilities within the experiential realm of learners. A deeper understanding of the concept of educative action in the domain of kinesiology and sports will foster more relevant and effective didactic strategies, thereby enhancing the quality of education in this field.

## **2. Intentionality in the Educational Endeavours of Kinesiology and Sports**

Intentionality embodies a crucial concept in the educational endeavours of kinesiology and sports. It denotes the deliberate and conscious act of the educator to act with a precise purpose, oriented towards promoting development and transformation in the individuals involved. Intentionality is closely linked to the pragmatic dimension of education, as educational action seeks to translate pedagogical values and objectives into concrete and meaningful actions.

Education transcends mere knowledge transmission, becoming an ethical and philosophical action aimed at conferring value and normativity to the educational experience (Magill & Anderson, 2022). Consequently, the educator assumes a central role in defining and implementing educational intentionality. Educational action becomes an endeavor mediated by symmetrical interpersonal relationships between educators and learners, wherein educators must attribute a precise dimension of meaning to each educational action (Cereda, 2023). This requires deep awareness and reflection on the pedagogical objective, as well as the ability to adapt to the specificities of individual educational situations.

Intentionality in educational action is closely related to educational projectivity. Designing meaningful educational pathways entails having clear objectives and methods to achieve them. Educators must define formative objectives precisely, structure didactic activities based on these objectives, and constantly evaluate the achieved results. In this manner, educational intentionality translates into a reflective action, attentively addressing the learning and developmental processes of the individuals involved (Shang, Moss & Chen, 2023).

Intentionality in educational action is also strongly linked to the ethical dimension of education. The educator bears the responsibility to act with the vision of positive change in the individuals involved, envisioning possibilities for transformation within their experiential realm. This necessitates deep sensitivity and attention to

the needs and characteristics of the recipients of educational action, fostering a comprehensive and harmonious development of their motor, cognitive, and social capabilities.

However, intentionality in educational action should not be regarded as a unilateral or imposing action. The educator must act in collaboration and mutual listening with the learners, considering their perspectives and opinions. This implies a dialogical and participative educational action, where educators and students co-construct knowledge and share responsibilities in the formative process.

Intentionality represents a crucial aspect in the educational endeavours of kinesiology and sports. It denotes a deliberate and conscious action of the educator, oriented towards promoting the development of the individuals involved and translating pedagogical values and objectives into concrete and meaningful actions. Intentionality materializes in educational projectivity, where educators define clear formative objectives and structure didactic activities coherently. Reflective and ethical educational action is based on sensitivity and attention to the needs of the education recipients, fostering a comprehensive and harmonious development of their capabilities. Finally, intentionality in educational action necessitates a dialogical and participative perspective, wherein educators and learners actively collaborate in the process of learning and development.

### **3. Purpose and Objectives of Educational Endeavours in the Realm of Kinesiology and Sports**

The intentionality of educational endeavours in the realm of kinesiology and sports manifests significantly through the identification of clear purpose and objectives. The educator, acting with intentionality, defines a well-defined pedagogical goal, oriented towards achieving specific formative outcomes in their learners. This objective may encompass enhancing motor skills, promoting values such as loyalty and cooperation, or fostering awareness and comprehension regarding the cognitive and behavioral aspects related to sports practice.

Shang, Moss & Chen (2023) underscore the importance of a clear educational objective as a fundamental element for the success of educational action. Defining the purpose of education is essential to guide all didactic activities and create a coherent and meaningful learning journey. This entails profound reflection on the part of the educator, considering the characteristics of the learners, the context's demands, and the pedagogical objectives.

For instance, in teaching motor skills, the educator may have as the primary purpose the improvement of physical and technical abilities of the students. This implies designing activities and exercises tailored to developing specific motor skills, such as coordination, balance, and precision. The intentionality, in this case, materializes in the selection of methodologies and didactic strategies aimed at achieving this specific formative objective.

Moreover, educational intentionality can be directed towards promoting ethical and social values through sports practice. The educator may strive to foster loyalty, cooperation, and respect for rules within the sports team or training group. This involves creating an educational environment that facilitates the cultivation of positive relationships and the promotion of ethical behaviors among the learners.

The intentionality in educational action is also linked to the notion of a meaningful and effective learning journey. The educator must be aware of the formative value of the proposed activities and their connection to the overarching objectives of education in the realm of kinesiology and sports. This implies avoiding superficial or educationally irrelevant activities, focusing instead on experiences that enable learners to develop pertinent skills and knowledge.

To achieve a specific educational objective, the educator must demonstrate meticulous planning and targeted educational projectivity. This requires a detailed analysis of the learners' characteristics, their needs, and the contexts in which the educational action unfolds. The educator must be capable of adapting their educational strategies based on various situations, ensuring that formative objectives are adequately pursued.

The intentionality of educational endeavours in the realm of kinesiology and sports is manifested through the definition of clear purpose and objectives. The educator, acting with intentionality, aims to achieve specific formative objectives, such as enhancing motor skills or promoting ethical values. This necessitates profound reflection, targeted educational projectivity, and the ability to adapt strategies based on diverse educational situations. Intentionality, therefore, constitutes a crucial element in ensuring a meaningful and effective educational journey in the realm of kinesiology and sports.

#### **4. Adaptability of Educational Endeavours in the Realm of Kinesiology and Sports**

One of the fundamental aspects of intentionality in educational endeavours in the realm of kinesiology and sports lies in the educator's capacity to adapt the educational action to the individual needs and characteristics of the learners. Everyone is unique, displaying diverse modes of learning, physical and cognitive development, and emotional responses. The educator must be cognizant of these differences and embrace a flexible and personalized educational approach to cater to the specific requirements of each student (Rink, 2020).

Adaptability in educational action is closely linked to the notion of inclusive and differentiated pedagogy, wherein the educator endeavours to engage all learners, considering their particularities, in the learning process. This approach reflects the educator's commitment to creating an inclusive educational environment, wherein every student feels accepted, supported, and valued.

Adapting the educational action demands a profound understanding of the learners, both from the perspective of their motor skills and their cognitive and socio-emotional aspects. The educator must discern different learning styles, individual abilities, and competencies and employ this knowledge to design a meaningful and stimulating educational experience for each student (Graham, Elliot & Palmer, 2016, p. 187).

Adaptability is especially crucial in the realm of kinesiology and sports, where the physical characteristics and motor skills of each student can vary significantly. The educator must be capable of proposing exercises and activities that are appropriate and challenging for each student, considering their current abilities and developmental potentials (Magill & Anderson, 2023).

An essential aspect of adaptability in educational action is the ability to identify and address any difficulties or obstacles that the learners may encounter during the learning process. The educator must be empathetic and understanding towards the students' challenges and provide the necessary support to overcome them. This may involve modifying didactic methodologies, offering additional resources, or involving specialized figures, such as tutors or therapists, if necessary (Sawade, 2023).

An adaptable and personalized approach to educational action is also indispensable for fostering a positive and motivating climate within the educational environment. Learners who perceive that their educator considers their needs and supports them individually will feel more engaged and motivated in their learning and the development of their motor and cognitive skills (Simón-Chico et al., 2023).



Adaptability constitutes a crucial element of intentionality in educational endeavours in the realm of kinesiology and sports. The educator must be able to customize their educational approach to meet the specific needs of each student, considering their motor, cognitive, and socio-emotional abilities. This requires a profound understanding of the learners and the adoption of an inclusive and differentiated pedagogy. Adaptability in educational action contributes to creating a stimulating and motivating educational environment wherein each student feels accepted and supported in their learning and development process.

## **5. Emotional Involvement in Educational Endeavours in the Realm of Kinesiology and Sports**

The intentionality of educational endeavours in the realm of kinesiology and sports manifests itself through the emotional involvement of the educator in the process of teaching and learning. This emotional engagement represents a fundamental aspect in establishing a meaningful connection between the educator and the learners, fostering a more welcoming, stimulating, and motivating educational environment.

The emotional involvement of the educator is closely tied to their intrinsic motivation in witnessing the growth and development of the learners. It constitutes an empathetic experience wherein the educator empathizes with the challenges and successes of the students, rejoicing in their achievements and empathizing with the difficulties encountered during the educational journey (Guay, 2022).

The emotional involvement of the educator is essential for building a relationship of trust and respect with the learners. By demonstrating genuine interest in the well-being and development of the students, the educator creates an environment in which learners feel accepted and supported, facilitating the learning process, and promoting active and motivated participation in educational activities (Shi & Tan, 2020).

A key aspect of emotional involvement in educational endeavours is the educator's ability to recognize and express their emotions appropriately during interactions with the learners. This emotional authenticity fosters an authentic and open educational environment, wherein students feel free to express their emotions and develop greater awareness of their emotional reactions in sports and motor contexts (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

However, it is important to emphasize that the emotional involvement of the educator must be balanced and guided by professional awareness. The educator should avoid being overwhelmed by their emotions and refrain from transmitting excessive pressure or anxiety to the learners. Balanced emotional involvement enables the educator to remain calm and handle complex or conflicting situations with a rational and constructive approach (Banihashem et al., 2023).

The emotional involvement of the educator is particularly relevant in teaching kinesiology and sports sciences, where emotional and motivational aspects can significantly influence the performance and experience of the learners (Vallerand, 2015). Through positive emotional involvement, the educator can contribute to stimulating passion and enthusiasm for sports practice, encouraging learners to overcome challenges and pursue continuous improvement (Standage, Duda, & Ntoumanis, 2006).

The emotional involvement of the educator is a key element of intentionality in educational endeavours in the realm of kinesiology and sports. This empathetic and motivated involvement fosters a meaningful connection between the educator and the learners, creating a welcoming and stimulating educational environment. Nevertheless, the educator must be mindful of the importance of balanced emotional involvement, guided by professional awareness, to ensure an authentic and formative educational experience for the learners.

## **6. Critical Reflection in Educational Endeavours**

Critical reflection entails a metacognitive approach of the educator, meticulously and systematically analyzing their educational actions to assess their effectiveness and adapt them based on the outcomes achieved. This process of self-evaluation enables the educator to grow professionally and continuously enhance the quality of the educational endeavour.

In the realm of kinesiology and sports, critical reflection holds particular significance, as it allows the educator to closely examine the impact of their teaching strategies and methodologies on the learning and development of the learners (Naidoo & Naidoo, 2023). Through an objective and impartial evaluation of their educational practices, the educator can identify strengths and weaknesses, pinpoint areas for improvement, and make informed decisions to optimize the learners' learning experience.

Critical reflection is founded upon the analysis of results and feedback, including those originating from the learners themselves. The educator gathers data and information on the learners' progress, the effectiveness of teaching strategies, and the participants' attitudes toward the educational endeavour (Guskey, 2000). This collection of objective data empowers the educator to base their decisions and adjustments to educational practices on tangible and measurable evidence.

Critical reflection goes beyond mere self-assessment and extends to the analysis and application of new educational knowledge and theories. The educator may draw from scientific literature and best practices in the field of kinesiology and sports to enrich their competencies and adopt more effective approaches in teaching (Serwe-Pandrick, Jaitner, & Engelhardt, 2023).

Another key aspect of critical reflection is the ability to adapt the educational approach based on the needs and characteristics of the learners. The educator must be willing to modify their teaching strategies in response to individual diversities, considering the various abilities, interests, and learning styles of the learners (Boud, 2001).

Furthermore, critical reflection entails a long-term perspective on educational endeavours, wherein the educator commits to continuously improving their competencies and developing a more aware and professional educational practice (Boud, Keogh, & Walker, 1985). This process of self-improvement can be stimulating and rewarding for the educator, as it allows them to experience the sense of fulfilment derived from achieving personal educational goals.

Critical reflection in educational endeavours constitutes a fundamental pillar of intentionality in teaching kinesiology and sports sciences. Through careful and objective evaluation of their educational actions, the educator can optimize the learners' learning, adapting their approach based on the outcomes achieved, and integrating scientific knowledge and best practices in the field of kinesiology and sports.

## **7. Construction of Meaning**

The construction of meaning in educational endeavours constitutes a fundamental aspect of intentionality in the process of teaching and learning. Intentionality, understood as the educator's capacity to imbue the educational experience with

purpose and value, assumes a central role in ensuring that learning is meaningful, engaging, and meaningfully connected to the learner's reality.

In the realm of kinesiology and sports, the construction of meaning in educational endeavours holds relevance. The educator strives to impart knowledge and skills through practical activities and experiences, but the key lies in how these experiences are contextualized and linked to the learner's everyday life and interests (Brinkmann & Giese, 2023).

The construction of meaning commences with a discerning design of educational activities that must be relevant, intriguing, and stimulating for the learners (Vargas-Hernández & Vargas-González, 2023). This process necessitates the educator to grasp the needs and interests of the students, thereby creating a learning environment in which the learners can identify a personal connection with what they are acquiring.

For learning to be meaningful, the educator must assist the learners in connecting new knowledge and skills to what they already know and comprehend. This construction of meaning occurs through an active learning process, in which the learners actively participate in the discovery and exploration of information (Dewey, 1916).

Another crucial aspect of the construction of meaning is the relationship between the conveyed knowledge and the real world. The educator must help the learners perceive the utility and relevance of the information they are learning in their everyday lives and within the broader context of society (Lave & Wenger, 1991). This connection to the real world can enhance the learners' motivation and sense of belonging to the community.

The construction of meaning can also transpire through the appreciation of diversity and interculturality in the educational environment. The educator should encourage the learners to share their cultural experiences and perspectives, fostering mutual understanding and the collaborative construction of meaning (Greenfield et al., 2003).

The construction of meaning in educational endeavours is a fundamental element of intentionality, as it contributes to making learning more meaningful, engaging, and relevant for the learners. Through thoughtful design of educational activities, connection with the learners' interests and experiences, and appreciation of cultural diversity, the educator can provide an enriching and meaningful learning environment for the learners.

## **Conclusions**

The construction of meaning emerges as an essential element within the realm of educational endeavours. The employment of tools such as conceptual maps and metacognitive support fosters a more profound construction of meaning by the learners, promoting greater autonomy and responsibility in the learning process.

The ethical and philosophical implications of educational action underscore the need for value-oriented and normative-aware education. This necessitates educators to engage in critical reflection upon their practices and consciously adapt their educational strategies to meet the individual needs of the learners.

The emotional involvement of the educator assumes a central role in establishing a welcoming and stimulating educational environment. Educators who demonstrate affection, interest, and emotional support cultivate an empathetic connection with the learners, facilitating their active engagement in the process of learning.

Finally, the adaptability of educational action to the learners' needs is fundamental in fostering effective and meaningful learning. Educators must be mindful of the individual differences among learners and tailor education to be inclusive, meaningful, and relevant for all.

In summary, educational action is an intentional, reflective, and meaningful process. Educators play a crucial role in constructing an engaging and adaptable educational environment that promotes the construction of meaning and the academic and personal success of the learners. The ongoing research and critical reflection by educators on their educational practices represent a necessary path to continuously enhance the effectiveness of educational action and meet the challenges of education in an increasingly complex and inclusive society.

The strategic value of educational action in building a socially inclusive civilization demands a collective commitment to promoting education as a means of positive transformation and the development of individuals' cognitive, behavioral, and moral faculties. Only through intentional, reflective, and emotionally engaged educational action can we foster a culture of learning that enables each individual to realize their potential and contribute to the progress and well-being of society.

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