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ABSTRACT

This work is intended to highlight the importance of sport and motor activity in general, and the impact they have in people's lives. A toned and trained body is the only antidote to the predominant presence of technology and computer systems in people's lives, which increasingly lead to excessive simplification/absence of motor actions. Education to movement and its customary practice must start from kindergarten, in a lifelong learning perspective. The body is healthy only thanks to movement, be it a sport performance or a simple motor action. The fundamental role of motor sciences is to merge the specific knowledge of movement sciences with motor education. The core of the didactic and educational process of movement science is not the discipline, but the person. Motor education facilitates and enhances new skills, new experiences that become part of the educational background of every human being. A greater presence of motor education at school, together with the values linked to it, must be the main objectives of an evolved society that focuses on the person, his/her abilities and psychophysical well-being.

Con il presente lavoro si vuole evidenziare l'importanza della funzione dello sport e dell'attività motoria in generale e l'impatto che essi hanno nella vita delle persone. 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. Il corpo è in salute solo attraverso il movimento che sia esso una performance sportiva o una semplice azione motoria. Ruolo fondamentale delle scienze motorie è quello di fondere il sapere specifico delle scienze del movimento con l'educazione motoria. Al centro del processo didattico ed educativo delle scienze del movimento, non è la disciplina ma la persona. Attraverso l'educazione motoria si agevolano e si valorizzano nuove capacità, nuove esperienze che entrano a far parte del bagaglio della formazione di ogni essere umano. Maggiore presenza nella scuola dell'educazione motoria

insieme ai valori che ad essa si accompagnano devono essere gli obiettivi principali di una società evoluta che pone al centro la persona, le sue capacità e il suo benessere psicofisico.

KEYWORDS

Human skills, motor education, lifelong learning, training, mental and physical well-being.

Capacità umane, educazione motoria, educazione permanente, formazione, benessere psicofisico.

Introduction

As an object of knowledge, sport can be considered as a simple event, as a succession of planes, in which inhomogeneous things are represented and intertwined, as signs of different discourses: corporeal techniques, regulated tools and spaces, measurements as comparison and norm, but also movements, which can open simultaneously to the laws of biomechanics and affective dynamism, to the syntax of roles, converging towards a biopsychosocial unity of the motor action itself. Therefore, a set of things that merge into a multiform knowledge, objects to be understood that gather in discursive units, depending on the criteria adopted by the gaze. As a mythological space par excellence, in the final instance, sport and sports practice represent the work of ideas, elaborated and suitable to build an individual identity which is no longer elitist, but also capable of achieving group cooperation. For these reasons, it is necessary to reconsider the educational and growth spaces, in favor of the inclusive educational process, leading to the realization of movement and sport intended to be for one and all. The principles that regulate the key factors of education are first generated in the family, then pass through compulsory schools. This assumption is due to the fact that education is always the expression of the culture of a given civilization, besides representing the means by which civilization is preserved and spread over time. Therefore, sport is a phenomenon and a need for civilization. For this reason, never before have we felt the need to predominantly use the movement-food binomial, and the reasons are due to the no longer eco-sustainable development of our contemporary civilization, which is industrialized, mechanized and struggles to find definitive solutions to pandemic events. This explains why our society feels the problem of physical efficiency, and by means of it, the decrease in risk factors and co-morbidities that predispose to viral diseases. Thus, a tonic body in a reactive mind is able to keep up with the growing development of technology and the exponential growth of computer and digital systems, more and more predisposing to the lack of movement due to the excessive simplification of motor actions. So, even more than in the previous civilizations, nothing can be neglected; on the contrary, the educational base that allows for 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 the liquid society (Bauman, 2011) on all of us was the very short time in which the virus spread from China to Europe: just three months. School is therefore fundamental, and must play an even greater role in strengthening each student's knowledge and

identity. For this reason, all types of sports, even those considered minor, can contribute to the students' psychophysical growth, to the development of their full self-awareness, in the broad recognition of globalization and in favor of equal opportunities. In conclusion, from the very first grades, the educational action will have to reorganize the educational process, at European level, which is already deeply discussed in terms of skills to be acquired, representing a useful guarantee to the full and harmonious ethical and civil development. Therefore, training and education must be oriented towards work and social well-being. Based on the eight European key competencies, the school training path will necessarily facilitate the acquisition, by all citizens, of skills suitable for the satisfaction of their needs (Annex "European Framework of Reference", approved by the European Parliament on May 22, 2018), useful for personal fulfillment and development - from employability to social inclusion. All this in favor of a sustainable lifestyle, a fruitful life in peaceful societies, and finally, to reach a health-conscious life management and active citizenship. Lifelong learning perspective, from early childhood to adult life, through formal, non-formal and informal learning in all contexts, starting from family and passing through school, workplace, neighborhood and other communities, should aim at consolidating the skills that allow people to act as a conscious and responsible citizen, for the benefit of a full participation in the social life of their countries. The general theory serving as an exemplary reference belongs to H. Gardner (2002), whose reflections point to the plurality of intelligences, supporting the thesis of the function of learning as a complex process, capable of involving different intelligences. Performance education must start from didactic actions, which allow us to modify the "learning processes" (Freeman, 2000). This is in order not to neglect the awareness of the learning subject. In conclusion, even Damasio (2000) is in favor of the learning processes, arguing that "the experiential perspective is a living source of metaphors. It can be found in organisms endowed with rich cognitive abilities and extensive conventional memory, such as operational memory, language, and manipulation abilities, classified as intelligence". This experiential perspective "is unceasingly built up by the processing of signals from a wide variety of sources" and stimuli involving all human activity. Movement education is central to the education to health and psycho-physical well-being, thus promoting the regular exercise of the energetic, plastic and regulatory function of the body. This is why performance education is a fundamental aspect for the individual's human, social and intellectual development, and for the prevention of unsportsmanlike conduct. These lessons should start from elementary school, because it is essential to have a good education to correct lifestyles for a psychological well-being, and especially for sports performance. Through sport, the school teacher plays an important role in the formation of people who are "physically" educated to promote a culture of health. A path of life that must begin with performance education.

1. The space reserved for Motor Sciences among the scientific research sectors

«While they are lads and boys they should occupy themselves with an education and a culture suitable to youth, and while their bodies are growing to manhood take right good care of them, thus securing a basis and a support for the intellectual life.» (Plato, "Republic", Book VI, 498b).

The body, considered by Margiotta (2009) as "something among the things of the world", must be preserved and kept healthy through movement. Thus, the

only objective meaning of the word makes the practice and the mechanics of movement necessary to the body, both based on the laws of repetition, volume and intensity of exercise, guaranteeing positive responses useful to improve the quality of life. This medical field of specialization in favor of the health and well-being of the citizens is known as Exercise Science, “a discipline based on theories and research activities concerning applied solutions to health problems related to physical inactivity, and aimed at promoting individual and public health and well-being through evidence-based physical activity interventions” (Smith, 2004, p. 5). Meanwhile, Sport Science focuses on the development and improvement of sports performance, as well as the necessary technical and scientific support of the athlete through physical training. “The interdisciplinary nature of Sport Science is characterized by the collaboration with coaches and athletic trainers” (Smith, 2004). In addition, Physical Activity, inherent to Exercise Science, concerns the body movements produced through the musculoskeletal system and its energy consumption, in correlation with physical fitness (Caspersen, Powell & Christenson, 1985, p.126). Conversely, the research areas of Physical Education deal with learning and movement throughout a person’s lifetime, i. e. with “learning to move and learning through movement, adjusting modalities according to individuals and age” (Gallahue & Cleland-Donnelly, 2003, p. 2). After this introduction, it is clear that the relevant scientific literature has focused almost exclusively on empirical research of motor skills and abilities learning processes, and on performance and (quantitative) assessment of skills. Instead, scientific research activities that deal with the educational meanings of motor activity, the purposes of which are in favor of the self-determination of the person and his/her moral ethical and civil responsibility, are many times disregarded. What contributes to this result is also the confusion arising from the different meanings, such as: “Physical Activity”, “Physical Education”, “Sport” and “(physical) Exercise”, which can only feed the confusion and shortcomings of the theoretical basis of this area by supporting investigation and knowledge flaws, then summarized all in “Motor Sciences”. In the attempt to offer an educational meaning of motor sciences and activity, which research field can be categorically addressed to the person, thus extending the subsequent idea to the benefit of a Performance Education, a primary role is played by Motor Education (ME):

- *the set of intentional or implicit processes capable of sustaining individual maturation and of fostering the learning of skills and competences specific to the human movement. Motor education includes physical, intellectual, cognitive, emotional, motivational and socio-relational dimensions.*
- *Its aims are the attainment of awareness of the meanings and values of corporality and movement, the development of responsible autonomy and the free expression of personality, with a view to the adoption of a healthy lifestyle.* (Lipoma, Nicolosi, & Carraro 2009). Based on what has emerged, in a work made up of scientific sources, it is necessary to link Motor Sciences to Motor Education, since the scientific disciplines (some of which are biology, physiology, anatomy, medicine, philosophy, anthropology, psychology, sociology, bio-engineering, and computer science) are combined with motor teaching/learning processes, as well as education and movement processes, the common goals of which concern the mastery of the skills necessary for identity building, the attainment of health and individual/collective well-being, and finally, of self-realization in a panorama of inclusion of social and ethical differences.

2. Performance Education

In our educational system, Physical Education – in the meaning that the Italian scientific literature attaches to it – is mainly linked to school. This is due to the fact that motor activity, as well as movement education, is linked to the contexts, environments and functions, designed specifically for the institutional and formal educational process. Thus, the educational practice itself, the methods and means supporting the development of movement, require a prioritized scale of objectives and contents just for the sake of physical activity, and not organized in order for students to achieve experiences making them exceed even their own expectations, and involving everyone's personalities. Developmental and autonomy skills must be designed specifically for students and should not be an end in themselves: *"In an abstract sense, competences do not exist, but there are children with their stories and their bodily experiences. There are Anna, Pietro, Giuditta and Rachele; people who, in different situations, in our case in the field of motor skills, manifest competence in doing (sport), in acting (by moving), in being (corporeally) in a certain way. They do not do this abstractly, but in order to solve a problem, face a situation, and realize a specific product. The subject of competences is not the discipline but the person, who shows competence in acting (operativity) for several times in a number of different contexts (versatility), demonstrating the ability to choose freely and independently, aware of his/her choices (metacognition)."* (Vicini, 2010). Performance Education (PE), starting from the formal contexts in which mandatory training is a basic resource, is dissipated in unnecessary obligations, and not implemented in individual experiences, the skills and actions of which predispose the development of competences and autonomy. Through the PE it is possible to globalize experiences in the greatest involvement of human capabilities, aimed at developing, increasing and preserving the motivation to succeed, the confidence in oneself and in others, the competence of one's own body, as well as the knowledge of and the ability to deepen both the awareness of the opportunities, and also the risks related to increasing the potential of motor skills. Looking beyond the school, in informal places where sport skills are developed, there is the need to take responsibility for enhancing human skills as well. According to Whitehead (2010), any individual is endowed with Physical Literacy, which is also defined as the disposition to maximize human capabilities (motivation, confidence, physical competence, knowledge, and understanding) to enhance and take responsibility for lifelong physical activity. Thus, according to Higgs & al. (2008), Physical Literacy also represents the ability to "read" and understand reactions to adaptations during the physical activity performed. The whole value education, due to the positive connection of different learning environments and related contamination processes, inspired by tolerance, fair-play, social cohesion and equal opportunities, and the objectives of which are defined in the literature as "extrinsic", aim at the general goals. The latter, through self-determination, the progressive acquisition of autonomy and responsibility, are oriented towards the achievement of a state of satisfaction and fulfillment. These premises, directed to the realization of broad educational goals and objectives, are the basis for implementing the PE. Therefore, ME is essential to the formation of every human being, taking care of his/her body, its potential and limitations, as well as of the general and specific health, the interrelationship with others, the motivations for the growth of individual skills and the self-determination of goals regarding physical and psychological well-being, including the development of motor skills and abilities, useful for forming identity and increasing awareness of

one's own body. So Motor Education facilitates and enhances the opportunities to face new experiences, to relate with others, to express oneself with many languages. In fact, the different school disciplines represent the parts of an educational path, the tools to be used to achieve common objectives and shared goals. The educational goals can be used for metacognitive development by favoring the use of body and mind, by means of creativity and new strategies, and by always checking the results. For Arnold (1988), ME recognizes *“the body and movement as forms of being a person, which are intertwined with narrative and paradigmatic linguistic forms, and must be treated as cultural forms just like any other”*. The education of the body and movement through ME goes beyond “physical education”, which has always been linked to healthy ideas where the (physical) body is considered a tool for psychophysical well-being or for achieving a state of sports performance. Instead, ME is a motor expression, and deals with the formation of movement through educational experiences to achieve the cultural and value-driven, physical, cognitive, social and moral objectives. Consequently, ME can be the drive for cultural change by starting with children, school context and environments, in order for future citizens, sportsmen/sportswomen or performers to learn a lifestyle based on well-being. PE will have to be based on the practice of physical and sports activities for each student, and above all, on the contextual practice, based not only on knowing how to do something, but also on knowing how to be (Gardner, 2006). Schools will have to redesign physical activity in favor of ME, by increasing the number of hours per week in favor of the development of intentional or implicit processes, in order to support individual maturation and encourage the learning of skills and competences specific to human movement. Therefore, EM encompasses the physical, intellectual, cognitive, emotional, motivational, and social-relational dimensions (Lipoma, Nicolosi, Carraro) to promote the value-driven formation in the complexity of the person, with the goal of promoting individual and public health and well-being through the various evidence-based physical activity interventions.

3. Ethical values and sports performance

Sports commitment is based on physical, recreational and competitive activity, and so the whole sport is based on the values enclosed in the “fair play”, such as honesty, dignity, and respect for teammates, opponents and referees. Loland (2000) connects sport to the characteristics of game fluidity, ability, competition, excitement, drama, and finally joy, such as to make sport a confrontation, or a clash in combat sports, with fairness and equality between opponents. Therefore, what must prevail in sports are skills and abilities based on competition and on the joy of victory; whoever wins will only be more skilled, to the detriment of those who will accept a defeat without distress. The decalogue of the young athlete (Mazzeo, 2019) highlights the principles through which the educational process, starting from school and continuing through the sports realities, must be structured so as to “develop the European dimension in sport, by promoting fairness and openness in sporting competitions and cooperation between bodies responsible for sports, and by protecting the physical and moral integrity of sportsmen and sportswomen, especially the youngest sportsmen and sportswomen”. Sports performance education, starting with motor education, is crucial to forming the personality of the child and young athlete. Thus, starting from primary school, it needs to include health promotion and the implementation of preventive mea-

asures in the educational plans, necessary also to avoid the reduction of physical activity levels and the due psycho-physical consequences (Montesanto, Tafuri & Mazzeo, 2016). Therefore, by means of motor activity, the cardio-respiratory and muscular physiological functions will be stimulated (Bailey, 2006), as well as the emotional and relational skills, necessary to cope with the various problems of everyday life, stimulating confidence in individual potential, automation and failure management skills (Duda & Nicholls, 1992).

Conclusions

Nowadays, sport is part of every person's life, from childhood to adulthood. U.N.E.S.C.O. emphasizes that physical education and sport are a fundamental aspect of the educational systems, and for the human, social and intellectual development of each one of us. Today, more than ever, the need to start promoting the practice of sports, together with the person's ethical and civil development and improvement, is very felt. Consequently, even the contemporary teacher of motor sciences and sports activities will have to play a central role in the educational process of the school, at all grades, which will be designed to achieve the objectives of the discipline, both in favor of the development of technical skills and to the benefit of the formation of subjects interested in improving their limits and self-esteem, in order to develop positive attitudes that help avoid negative behaviors against failures (Piercy et al., 2018). Being central to the sports values growth and motor skills development process, school will also play the social role of well-being promotion and prevention, through healthy lifestyles useful to avoid especially the phenomenon of doping substance abuse. Thanks to the movement, the body is considered a resource for structuring the self and the learning processes, providing also the possibility of designing educational and inclusive paths, in favor of the individual's development, discovery and knowledge, and for a sustainable future with the equality of diversities.

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