

Physical education during the first school cycle: a brief social psycho-pedagogical summary

GAETANO ALTAVILLA¹ PIO ALFREDO DI TORE²

¹University of Foggia, Italy, ²University of Basilicata, Potenza, ITALY

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Abstract

The article investigates the educational value of physical activity and the condition of the relationship between physical activity and learning in childhood, highlighting the need of motor space, as a potential place of education and formation of the personality. It is discussed the interdependence aspect between physical activity and learning in the evolutionary path of the child, but above all it is given a certain pedagogical importance of the playful activity, as the most important source of learning and relationship, which allows the child to transform reality according to his inner needs and to realize its potential. The child feels the need to recuperate space and time to the playful-motor activity, because it is thanks to it that shows the true communication between children and the world around. The aim of the theoretical argumentative study is to summarize the meaning and overall aspects of the physical-motor-sport of the educative value of education through a linear bibliographic review that would give prominence to the complexity of the study in this field. The importance of physical activity is unquestionable, especially in childhood and preadolescent to the particular interdisciplinary and multidisciplinary nature of knowledge about the body and movement.

Keywords: Body and movement, learning, ludic activity, education, training, teaching method.

Introduction

Practicing regular physical activity has a number of benefits, which are amplified if it is started in very young age, in overall terms and in terms of physical well-being. It is an important tool for the physical and mental development of the child, has an influence on the musculoskeletal system, on the circulation, on the respiration, on the motor coordination, also influence and facilitates social integration and leisure (Valentini, et al., 2013). When we talk of physical activity and movement we refer to quality, properties and features of the human dimension;the amount of the knowledges about the existing relation among body and motor dimension of the person and learning, constitute the sciences of motor skills, the science of human movement or if you prefer, the physical activity and sport sciences (Galimberti, 2002). The education is defined, in general, an action that facilitates the physical intellectual and moral development of the human person, while the formation is understood as a process through which the potential personal arrive at maturation or you learn, by interacting with the environment, participation social and cultural and mediation or the support of figures and institutions, such as family, school, groups, associations, etc (Farinelli, 2005). Physical activity allows you to fulfill productively some typically human needs related to the gameplay experience (Winnicott, 1974), to learn by doing (Dewey, 1949) moving, educative competition (Raiola, 2012) of social life and group (Carraro, Lanza, 2009) in line with the theories of Bandura (1977) the child experiences the activities with his emotions and the affectivity through the practice psychomotor (Aucouturier, et al., 1984). Live the body precisely in relation with others and with the environment, satisfies the need for sociability, but also that one to autonomy (through the free initiative and the mastery of the activity), refines skills and relative skills. The man recreational physical activity (homo ludens) also have an anthropological aspect as playful form, of fun (Huizinga, 2002). All these dimensions flow into the development of a strong sense of self-efficacy and in an improvement self-esteem (Robazza, 2003). Physical activity along with socialization activities are good indicators to assess the degree of well-being of children and the quality of the relationships within the family (Raiola, 2015abc). In addition, physical activity can meet in a productive way some typically human needs related to experience games, movement, competitiveness and group life, dimensions that they have an integration in the sportive activity (Raiola, et al., 2016c). Through the various motor manifestations is possible to understand either the basics of the forms of learning and either the level of growth and maturation of the child (Raiola, Tafuri, 2015a).

The multidisciplinary dimension of the body as a mediator of the learning in the plurality of intellectual forms (Gardner, 1994) and with the cultural dimension (Bruner, 2003) A child, while playing, fully manifest his inner world than might exhibit verbally (Raiola, et al., 2015cd), in the same time he highlights, through playful activities, his need to communicate and socialize with others and grow through in specific stages (Piaget, 1971).

The child, in the activity playful, seeks and finds scope for his existential creativity, which then will affect to varying degrees the interest in the playful attitude in the various age classes (Bruner, et al., 1981). In fact, if the physical play, motor and sportive fosters creativity, avoids repetition and reaches new goals in relation at the proximal development of skills (Vygotskij, 1990), develops the cognitive and emotional growth, creating personalities that are not running preordained actions (Gaetano, 2012a). Learn mean to modify, change, you can learn by watching or listening to, but also embracing. We learn through action, exercise, experimentation, looking at the others, to develop the functions related to survival and development of motor skills, to get to complex forms of thought also under more physical and performance aspects (Gaetano, Rago, 2014).

The development of each person is realized through the physical, social, emotional and cognitive dimension, these operate in such a way as to be interconnected and interdependent between them, so much so that any change occurs in one of these areas influence the others and is influenced by these (Raiola, 2011ab). In young children, for example, acquire the ability to crawl, and then to walk increases their opportunities to understand and use the surrounding environment. The imitation of the language and behavior, also intended as motor actions become then critical for learning and development: motor skills and language are closely related because their cerebral localization is located in adjacent areas. There is no learning without motivation (Gaetano et al., 2015). Having the opportunity to experience a autonomous motor activity is essential in early childhood, as an opportunity for the structuring of learning and relations with the outside world (Parisi, Raiola, 2014ab).

The recreational and physical activities help you learn also ways to learn, which can stabilize through a practice coherent and continue, (Gaetano, et al., 2015). One of the first activities of perception and knowledge of the world is realized with sensory-motor activities (recreational and motor), which begins when the child becomes aware of the existence of people and things around him (Raiola 2014a). It is a potent mediator to allow learning in every period of life, stimulates the formation of personality and prepares for assimilate the rules of life and enhances social inclusion. The latter passes through the construction of a inclusive educative system that can take place only if there will be from the actors the protagonists of the educational process, professionalism and resources to bring about the changes, especially organizational and management level, without which we risk to lose the challenge represented by new educational needs (Altavilla, et al., 2015a). The aim of the study is that of summarize the basic aspects of the education physical, motor and sportive through a linear bibliographic review that gives prominence to the complexity of the study in this field. The importance of physical activity is unquestionable, especially in childhood and preadolescent for the peculiar interdisciplinarity and multidisciplinary of know about the body and movement.

Methods

The theoretical approach is founded for this study where the documentary research type and the argumentative one are joined according to social, psico-pedagogical paradigm of physical activity and sports in education at school. Firstly, to summarize for deducting the complexity of scientific idea in educational process for preschool and primary school teacher training. Secondly, to elaborate the relationship from preschool and primary school to lower school (Raiola et al 2016ab) and to suggest the contents for the training of physical education teacher.

Discussion

The physical-sportive activity has been considered for a long time a minor activity, an outburst valve of a modern society and industrial; today, instead, in a post-modern society, the physical activity and sportive express a strong appeal both social level both proving to be a multifaceted phenomenon: a place of escape and consumption when it performs a function of entertainment, but also space of socialization and social distinction tool, as well as model of relations and symbolic field of the action (Russo, 2013). The motor sciences are the historical product of man of an effort continuous on his body moving in the environment, in relation by others and have accumulated laws and scientific theories so relevant and essential for the physical, mental, social and moral of the people what it would be self-harm not to transmit on to younger generations and not soliciting to enlarge it more and more (Bertagna, 2004).

The child free to move at will up at the school age, compatibly with the place where he lives and the family possibilities, turns into a sedentary full-time soon as he starter primary school. For long hours will sit in the pews, and as if this were not enough, will continue to stand even sitting at home for homework, often as an alternative or in combination with at least two hours of immobility in front to television, virtual games and computers (Calderone et al., 2001).

The time devoted to physical activity decreases with age, and the increase of commitments, however the physical activities keep it a meaning role in allowing to download tension, stress and fatigue, recovering energy useful for working purposes; while for children, however, the ludic-motor activity is an activity engaging and conscious, to which they are devoted great efforts and from which we expect a lot of satisfactions. The ludic experience is able to meet the genuine needs of childhood especially with regard to those who today seem more humiliated and deprived, as saying that the "natural" motivations at the communication, socialization, do it yourself, construction, they reach with the game the opportunity winning to expand and enhance their virtual potentiality (Frabboni, 1999). The importance of ludic-motor activity in the emotional life, affective,

psychological, has led many operators of the industry to insert different types of games in the psychological rehabilitation programs and psychotherapy; This is because the ludic activity stimulates intellectual development and sensorimotor, allowing you to capture signals indicating the affective-emotional situation of the child and preadolescent.

The educative-formative activity is developed mainly on the production of meaningful relationships, transmitted through the corporeal, not only the transmission of simple notions. It is, above all, the establishment of relationships and meaningful relationships through which they build skills that prepare at the ability to make choices. The teaching and learning of games and movements are the meeting point between knowing and doing, between being and expressing, between to own and sharing, between stay together and cooperate to build (Raiola, et al., 2016a). Physical activity is the foundation of all learning and it accompanies the individual development in all its phases (Altavilla, et al., 2014b). The child who does the experiences draws from these skills, then he can understand what happens; for example, he isn't be able to learn to ride a bicycle if before he won't tried to ride it, and will fail, even if he knew by heart all the sequences of as you go by bike, or even if he had seen footage about how you go by bike. To be able to do it, it is essential to try, for then recall and perform again (Raiola, et al., 2016b). Recall in memory involves a cognitive process, or remake a motor process (Altavilla, Raiola, 2015). The processes of learning and teaching, regardless of the programs or of the intentions, can never be divorced from the concreteness and effectiveness of operational experience (Raiola, Tafuri, 2015b). Making experiences is practice of the self that acts and takes hold of the skills to do concretely, establishing links and relationships with reality. The educative-formative activity, which is expressed in the relationship between people, comes mediated by languages and from the emotional involvement that animates the interpersonal relationship. The attention to the personalization of the learning, thus, becomes a pedagogical obvious choice, since it is never the teacher that teaches, but it is always the student who learns. We have to move the optical of the teaching to the learning, since all learning is always the result of an exchange, of a cooperation, of a co-evolution, of a transaction and restructuring of cognitive matrices, seems natural to conclude that the diversity of pupils seems natural conclude that the diversity of pupils and of the situations educative and didactic, obligations this to adjustments "in situation" of all our intentions teaching (Perrenoud, 1996).

Within this frame pedagogical the didactic, goes far beyond mere methodology, as it is often considered, it is interested other hand of the interactions between teaching and learning, in which the task of the teachers and students is that of to help each other through security and the expert competence of the teachers, students must be helped and encouraged to build their own knowledge, in the cultural and social context that hosts them and that sees the interplay between cognitive modes, affective, interpersonal, bodily, spatial and social (Moliterni, 2013). The attitude of the teacher, of the instructor, of the parents, becomes crucial if attention is not placed only and always on the result, but above all on the quality of the educative-formative process, namely on how that path will lead the child to qualitative results (Altavilla, Raiola, 2014). For this end, the ludic-motor activity is a optimum facilitator and a powerful mediator, and as a result an extraordinary tool of activation of interests and of motivation; in fact it facilitates the formative paths thanks to its ability render pleasant the experiences, to stimulate the curiosity to explore the environment and of to provide information useful in order to stimulate the growth and maturation. Making movement all days has positive effects on physical and mental health of the person (Altavilla, et al., 2014th). Scientific studies that confirm the beneficial effects are now numerous and reveal that physical activity:

- it improves glucose tolerance and reduces the risk of getting type 2 diabetes
- it prevents hypercholesterolemia and hypertension and reduces the levels of arterial pressure and of the cholesterol
- decreases the risk of developing heart disease and several cancers, such as colon and breast
- reduces the risk of premature death, especially that caused by heart attacks and other heart diseases
- prevents and reduces the risk of osteoporosis and fractures, as well as the musculoskeletal disorders (eg back pain)
- reduces the symptoms of anxiety, stress and depression
- prevents, especially among children and young people, risk behaviors such as use of tobacco, alcohol, unhealthy diets and violent attitudes and promotes psychological well-being by developing self-esteem and ease the management of anxiety and stressful situations
- produces an energy expenditure and diminution the risk of obesity (Socialfarma Magazine, 2015).

At the physical activity has always been attributed an important place in the life of the community, in every part of the world the men have dedicated much of their time to forms of physical activity (military training, sports competitions, gym, spa, games, tournaments, dances) in which, although with different purposes, body and movement played a key role. It belongs to the modern era the scientific consciousness that such activities, if practiced on a regular basis, not only improves the functionality of the apparatuses of our body but has a significant impact on quality of life, on state of health and the overall well-being of the person and also in its psychological dimension (Altavilla, et al., 2015b). Conversely a sedentary lifestyle is considered a major risk factor for the onset of important diseases and for the consequent impact on the mortality levels of the adult population (Archivio Pubblica Istruzione, 2009).

Conclusion

Physical activity is a prime source of learning and relationship. In fact, it favors active and creative relationships on the ground both cognitive that relational, allows the child to transform reality according to his inner needs, of to realize its full potential and prove to themselves and to others in a variety of aspects, of desires and functions. It is appropriate to rethink the physical activity starting from the knowledge of children, of how they live and how they have fun. To program stimulating activities and creative means to share together funny paths, choose toys that stimulate the imagination, that lead to complete and transform the material available and use it differently and freely. It is the responsibility of teachers to recover the natural spaces, the relationship with the animals, the opportunities to meet and, above all, rediscover the meaning and joy of the infant fun. The action educative-formative of the physical activity in the evolutionary path of the baby is expressed in the relationship among people, is mediated by body languages and not, from the emotional involvement that animates the interpersonal relationship. For this we should never deprive the exercise of his part relational, emotional and experiential, since in this way there will be learning, even if that activity induces pleasure and satisfaction for those who practice it. This activity for to be educative and formative must not be perceived and desired by the students as a entertainment break or socializing, but it becomes, to the extent that, starting from free or organized movement, it is an opportunity to realize in each student experiences the integration among body, psyche and mind.

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