

THE BODY AND THE IMPORTANCE OF MOVEMENT EDUCATION

IL CORPO E L'IMPORTANZA DELL'EDUCAZIONE AL MOVIMENTO

Antonio Ascione¹

University of Bari "Aldo Moro"

antonio.ascione@uniba.it

Stefania Massaro²

University of Bari "Aldo Moro"

stefania.massaro@uniba.it

Abstract

Sports training is a human and social action in an educational relational space that affects human growth and formation. It is defined by many scholars as a pedagogical process (Verchošankij, 1987), which requires a specific organization to carry out «a systematic, complex and global action on the personality and physical state of an individual» (Verchošankij, 1987, p. 9). The explicit purpose of this process and of the methodical, scientific and systematic actions employed is, according to Teodorescu (1981) to lead to the «development and formation of the player's personality, considered individually and integrated into the team» (p.27). The athlete-player is considered, says Teodorescu, «under the aspect of his physical and sporting development, in view of the realization of a maximum performance capacity». The aim of this paper is therefore to highlight how a multilateral training of the person, physical/functional, motor, psychological, cognitive, can ensure the achievement of optimal sports performance.

L'allenamento sportivo è un'azione umana e sociale in uno spazio relazionale educativo che incide sulla crescita e sulla formazione umana. Esso, è definito da molti studiosi come un processo pedagogico (Verchošankij, 1987), il quale necessita di una specifica organizzazione per realizzare «un'azione sistematica, complessa e globale sulla personalità e sullo stato fisico di un individuo» (Verchošankij, 1987, p. 9). La finalità esplicita di tale processo e delle azioni metodiche, scientifiche e sistematiche impiegate è secondo Teodorescu (1981) quella di condurre allo «sviluppo e alla formazione della personalità del giocatore, considerato individualmente e integrato nella squadra» (p.27). L'atleta-giocatore viene considerato, afferma ancora Teodorescu, «sotto l'aspetto del suo sviluppo fisico e sportivo, in vista della realizzazione di un massimo di capacità di prestazione». L'obiettivo di questo paper è dunque quello di mettere in evidenza come una formazione multilaterale della persona, fisico/funzionale, motorio, psicologico, cognitivo, possa garantire il conseguimento della performance sportiva ottimale.

Keywords

Body, Education, Movement, Optimal Physical Performance.

Corpo, Educazione, Movimento, Prestazione Fisica Ottimale.

¹ Author of Paragraphs n. 3 and Conclusions

² Author of Paragraphs n. 1 and 2

1. Introduction

The functional training of the athlete must be appropriate to the technical actions of the specific sport, the adaptation to the various stages of the game even in conditions of clash with the opponent, the stress regime of motor qualities and psychic tension, and the different intensities of neuromuscular stimulation. Nevertheless, the relational, physical and temporal space dedicated to sports training, is not only a place of preparation and physical exercise aimed at achieving maximum sports performance, but a space where they show themselves, They transmit, manifest and interpret the emotions and human values of a group of people who train and make a "team" (Maulini, 2019). In fact, according to Teodorescu (1981), the sports team is considered as a complex and dynamic micro-social system (stable as number, composed of specialized players) that has a functionality, built on principles and predetermined rules of coordination of specific actions (opponents, conditions of play, variables according to the lots, they constitute an example part). The model of building the interactions of players leads to their integration into a system, thanks to the organization, coordination and rationalization of actions and individual interactions» (p. 123). Since it is a question of relationships and interrelations, therefore, it is no longer possible to neglect the individual psychological and psychosociological aspects within the group. In fact, Lombardozi, points out that training is first and foremost a «pedagogical process [...] teaching of personality oriented to the search for the balance of the different areas that characterize it» (Lombardozi, 2012, pp. 50-51). Therefore, this complex human activity requires a systemic approach capable of keeping together and developing in an integrated way the physiological, biomechanical, technical-In order to achieve the functional goals of the team, the team will be able to combine psychological, social and tactical approaches in favour of each individual person in the group and the subsequent harmonisation between the individuals. Training thus becomes an educational space within which human beings have the opportunity to develop their full sporting, educational and personal potential in an integrated and global way. In order for this primary act to be expressed in power, it is essential to understand training as an action aimed at responding to the original thrust of man and his predisposition to education. It is therefore important to aim at the individual development and empathic predisposition of caring for the other, to orient him, to support him, to motivate him, to accompany him along the path of that process of perfection, It is precisely the nature of homo educandus that cannot be alone and reductively attaining a certain performance or a high performance. This, is the result of a single part of the training, in fact it, is a wider and complex process, which basically, should be first of all intentionally educational. The term coach if translated from English training refers to profound pedagogical concepts «such as those of “method”, “objective”, “motivation”, “accompaniment”, “effort”, “habit”, “communication”, “planning/planning of interventions”, “individualization”, “graduality”, etc.» (Isidori, 2009 p. 87). In fact, the mistake would be according to Teodoresco (1981), not consider the training as an educational process, and this could be a cause of disruption of the functionality of the team, in addition to being an explanation of the many drop-This is due to the fact that young high-level athletes burn out, caused by the social isolation to which they are often forced. These, due to the commitments of training and competitions, due to the demand for high performance, are forced to abandon the other activities of life, and often neglect social life and interpersonal relationships extra sports. In doing so, the athletes, in order

to devote themselves exclusively to their physical, technical and tactical training, live a high stress that, combined with a strong psychological pressure due to the demands of the result, exposes them to a high risk of injuries (Mantovani, 2017). In fact, Lombardozzi (2001) warns: A coach who does not take into account the complexity of the human person, but is rather inclined to "use" players "obedient, submissive, disciplined" because educated to consider these requirements as duties of a good player, He will not even realize that the results of sports activity can be more easily and more fully achieved through a significant emotional involvement of athletes themselves to their activity» (pp. 32-33). This means that the coach has the duty to recognize and welcome the athlete first of all as a person, taking responsibility for his education, facilitating the processes of change of which the athlete-educating must be active protagonist (Maulini, 2019). Therefore, promoting an educational relationship means making it represent «a reciprocal gift of meaning on the part of two consciences in a relationship of co-existence towards the achievement of an end and in a project perspective».

2. Education for the Movement

This relationship is intentionally set up and is understood, from the pedagogical point of view, as «perspective of certain horizons, of certain visions, of certain values towards which to strive and by means of which to modify human behavior in a continuous and ever higher perfection»(Bertolini, P. 1958, p.64). The educational relationship is therefore a relational system participated by all the subjects involved in it that give rise to a subjective interdependence. The athlete-educating, «with his presence alone, provokes a series of dynamism, responds to the stimuli received, arouses the review of the patterns of conduct of educators-coaches, contributing in a profitable way to the progress of training» (Pati, 1994). This dynamism is made possible by educational feedback that signifies the bidirectionality, reciprocity and circularity of this relationship, all elements that allow the improvement and continuous development of all the actors involved in the relationship and the establishment of a bond of collaboration and cooperation authentically educational and formative (Colombini, 2015). The educational relationship is by its nature asymmetric. The asymmetry is not on the human and existential level, but with respect to the diversity of experiences, of experiences, of pedagogically significant cognitive heritage between the actors involved and the disparity of technical-tactical skills between coach and educating. This relationship is, therefore, always and at the same time symmetrical - in terms of the value of the individual persons involved - and asymmetric - in terms of the difference in the level of knowledge of individuals. This difference in height and the recognition by the athlete-educating the superiority, objective and normative, proper to the trainer-educator (Bellingreri, A. 2015), allows the development of the educational process. This process, in an evolutionary and relational sense, is always directed towards coplanarity (Rossi, 1992), that is, intentionally aimed at «the increasing attenuation of the initial disparity and, consequently, an ever greater autonomy of the educational subject, still in the relationship and through the relationship» (Milan, 2001, p. 69). In fact, the aim of the educational relationship is, therefore, to free the potential of the athlete-educating, thus allowing him to achieve that emancipation that will allow him to live in full freedom and autonomy. Such emancipation requires responsibility and willingness to participate, to engage in a chosen and shared task and to act in accordance with it. Training being, therefore, a human encounter bearer of meanings, values and

opinions aimed at the enrichment, modification, improvement and development of all the actors involved must necessarily be set as an intentionally educational relationship. This means that if «from a motor point of view, the knowledge of the level of coordination and conditional development achieved by each student is an indispensable element to identify the most appropriate activities for each subject» (Mantovani, 2017, p. 24) From an educational point of view, it will be important to know the educational needs and resources, interests and skills that need to be developed or enhanced to foster the establishment of adaptive and positive behaviours (life skills) and transmit those values that represent the foundation on which to co-build with the athlete a design perspective of meaning, which will be concretized of objectives and shared actions that will allow the achievement. The concept of training ability, that is the ability to adapt to training stimuli and loads, and the relative improvement of performance (Weineck, 2009), revised in a pedagogical key, must be understood both aimed at improving performance, and as a possibility for the overall development and improvement of the person. Therefore, it is important to focus on the potential, on morpho-functional genetic resources, on the motor skills of learning, control and transformation of movement. Consequently, the motor qualities, linked to the psychological and educational aspects, subjected to constant and adequate stimuli, will certainly lead to adaptations to encourage the acquisition of increasingly complex motor skills, but also to ensure the development of the relational, cognitive and emotional dimensions, in a closely connected mode. Functional training aims to develop, through planning, motor skills, the achievement of which is conditioned by the evolutionary-educational phases of the human being. In particular, from the identification of "sensitive phases", thanks to which it is possible to increase part of the motor-sport and educational process of performance, a moment when the training ability is significantly high. Scholars have attempted to identify windows of possibility, that is, standard evolutionary stages in which to train certain abilities (La Torre, 2016, pp. 28-29). However, the chronological development cannot be predetermined in an absolute sense, it does not always correspond with the biological one, in fact, the passage between the stages of development can be individually very heterogeneous. This represents one of the land makers for the individualization of training, ie, modulation of training loads, carried out according to the biological development of the person and the motor skills of the athlete to adapt to them, Thus determining, the consequent acquisition and the consequent development of motor skills. This ability to adapt, in addition to being determined by age, state of health, lifestyle, functional and structural state, seniority and habit to training, is given by the ability to adapt to the emotional load they entail (ibidem). Therefore, training is given by the possibility of developing motor skills and abilities, and at the same time, by emotional characteristics, social relationships, perceptive sensitivity, multiple intelligences and related cognitive styles (Gardner, 2005). These latter factors - emotional, social, perceptive and cognitive - in the development process are characterized and determined by universal modifications, individual differences and the environmental context (Mussen, et al., 1990). This means that training planning must be thought out and structured as a personalized educational process (training customization) aiming at an integral development of all the dimensions of the athlete/person and not solely aimed at improving sports performance.

3. Body and Motility

Therefore, in the implementation of a training plan, any training stimulus that, referring only to one aspect of the personality, does not take into account the involvement of other areas, in addition to losing much of its educational potential, runs the risk of accentuating the obvious imbalances between the various personality traits, causing, therefore, effects sometimes very far from those that every coach generally proposes» (Lombardozzi, 2001, p. 31). Training, as well as education, respond to an original and intrinsic drive of human nature to growth, perfection and emancipation. In the pedagogical sense, it should use stimuli built with an educational intention, so as to allow the person to attribute new meanings to the experience of perfectibility, not only bodily, of such learning. In respect of the phases of evolution and development of each and, therefore, of its possibilities and limits. These limits, in the Kantian difference highlighted by Isidori in the book "Pedagogy as a science of the body" (2002), should be understood as boundaries: While in fact the limit can be understood as an extreme line, a last degree, a closed and circumscribed space that does not give the possibility of going beyond, the concept of boundary seems to delimit and circumscribe a space that is "in the middle", "between", and "next" to other spaces, marking in fact neighboring territories that can be constantly exceeded (and then explored)» (p. 93). The boundary, therefore, must be understood as possibilities and potentialities. Man is by nature inclined towards overcoming these boundaries but this must take place in respect of his need/desire for growth and possible development, which is what we call "potential". This potential must be based on intentional educational actions that arise from the choice of methodologies, strategies and values determined by the deep knowledge of the person in formation. It is necessary to develop a methodology of intentionally educational training, that is, a technical-practical and critical-reflective science that makes use of the knowledge of all the sciences of sport, without neglecting those connected with the humanities (Isidori, et al., 2012). This must result in the structuring of training plans that will resort not only to a technical-tactical assessment, useful to determine the different levels or stages of learning a motor ability, through the optimal training loads, but also to an analysis of the educational potential of the person and the team, to be able to carry out a targeted programming for an integral development of the person, and therefore, not only aimed at achieving sports performance. This is especially important in the field of youth sports where the coach and all the professionals will be taken care of, promoting the acquisition of values through the development of life skills through the transversality of the sport skills and values of sport, such as: respect for oneself, others and rules, dignity, humanity, solidarity, responsibility, righteousness, sacrifice, effort, commitment, honesty, sense of justice, courage, firmness, of dialogue, tolerance, diversity, friendship, loyalty and competition (Maulini, 2019). Effective transmission of these values can only take place through the development of positive behavioural models that are always derived from an axiological reference framework. In fact, it is not possible to educate to values if not through behaviours, just as it is not possible to know a person's values if we do not know their behaviors and actions. Values guide human conduct. The constant implementation of virtuous actions favours the development of positive habitus, which involve adherence to reference value systems. In favor of educational practice and sport, must therefore be built and activated with attention virtuous circularities, which put in the foreground the healthy values of sport. Sport is a valuable tool to activate this circularity, as a relational space in which actions must necessarily respond to shared rules, just as for the proper functioning of the

sports game. This is a valuable activity, to be considered a milestone in the sciences of movement, in the development of the motor process and in the practice of physical activities. In fact, through playful competition it is possible to influence attitudes and behaviors, thus transmitting to educating the values necessary for a conscious choice of correct lifestyles through the development of «skills necessary for adaptive and positive behavior that enable individuals to effectively meet the demands and challenges of daily life» (World Health Organization, 1993, p. 5). Skills or life skills (not to be confused with the individual value system, from which everything originates), are three organic dimensions of the person:

- Cognitive, that is, the acquisition of critical and creative thinking skills in order to solve a problem or make a conscious decision;
- Emotional, in relation to the ability to manage their emotions by recognizing and adjusting them or channeling them in order to use them appropriately;
- Relational and social, thanks to which the ability to communicate effectively, verbally and non-verbally, or the ability to listen actively, allows you to establish and maintain meaningful relationships with people» (Maulini, 2014).

In addition to life skills through sport, we often unconsciously train soft skills that «represent a dynamic combination of cognitive and meta-cognitive, interpersonal, intellectual and practical skills». They are personal traits, goals, motivations and preferences that are considered important in the world of work, but also in school and other areas. They are predictive of success in life» (Heckman and Kautz, 2012, p.452). They too, like life skills, are transversal and can only be detected through behaviours in the specific contexts in which they are implemented. In fact, Pellerrey (2016), considers the skills grouped logically, starting from a study of the European Union in 2011 and divided as follows:

- ✓ Skills of personal effectiveness: self-control (self-control) and resistance to stress; self-confidence; flexibility; creativity; lifelong learning. These skills reflect some aspects of an individual's maturity with respect to himself, others and his work. They are linked to the ability of a person to continue to perform even under pressure or in difficult environmental conditions;
- ✓ Relational and service skills: interpersonal understanding, cooperation with others, communication. These skills allow people to understand the needs of others and to cooperate with them. Communication skills are related to all other clusters but are included in this for the role they play in building relationships.
- ✓ Skills related to impact and influence: ability to exert influence or impact on others; organizational awareness, leadership, development of others. The skills of this group reflect an individual's ability to influence others. Managerial skills represent a particular subset of this cluster.
- ✓ Achievement-oriented skills: goal-oriented (or successful); efficiency; attention to order, quality and accuracy; ability to take the lead (proactive approach); problem solving; planning and organization; research and information management; autonomy. The essence of this cluster is the propensity to action, a propensity directed more to the realization of activities than to the impact on other people.
- ✓ Cognitive skills: analytical thinking; conceptual thinking. These two skills reflect the cognitive processes of an individual: how he thinks, analyzes, reasons, plans, as well as his critical thinking skills, to identify problems and situations, to formulate explanations and hypotheses, to elaborate concepts» (pp. 43-44). If we compare soft skills

with life skills we realize that the former contain the latter and further qualify them, being used, also, for career guidance and considered key competences in the labour market within employability skills.

Many of these skills are tacitly developed through sports practice and being transversal, if they are made explicit through critical-reflective educational processes, can be transferred "out of the gym" (Hellison, 2003) or from the playing field and applied in other life contexts (school, family, friends, work, etc.) (Maulini, 2014). As indicated by Bruner (1964) the transfer of principles and attitudes It consists in learning initially not a specific skill but a general idea that can then be used as a basis to recognize the problems that arise later as particular cases of that idea that you learned from the beginning to master. This type of transference is at the heart of the educational process conceived as a process of continuous expansion and deepening of knowledge on the basis of fundamental and general ideas» (p.57). If we think, for example, of sports skills related to conditional motor skills- strength, resistance, speed - and we put them in relation to life or soft skills we realize how transversal these are, at a symbolic and value level, and how they can help us transfer educational meanings. An example is the skills of "resistance" and "strength", these can be assimilated to the ability to manage stress, emotional intelligence, tenacity, commitment, self-control, goal orientation, efficiency and self-confidence. "Speed/Speed" skill can be the basis for the development of anticipatory ability useful in making decisions and solving problems, goal orientation, efficiency, attention to order, quality and accuracy, the ability to take initiative and be proactive. On the other hand, for the coordination skills, which allow the athlete to safely and economically control his motor actions, both in predictable (stereotypical) and unpredictable (variable) situations, and to learn sports movements relatively quickly. These, in order to be simplified through an analysis, can be divided into general and special coordinating capacities, taking into account, however, that their functioning is systemic, that is, that each of them operates in an interdependent manner with the others. In fact, as specified by Blume (1981) «a human capacity never acts in isolation, it never manifests itself, without being in relationship with the others» (p.77). Therefore a coordinating capacity is always influenced by others that are structurally linked to it. Continuing, the general coordination skills are the ability to motor learning, motor control and motion adaptation. Specifically, the ability of motor learning allows the athlete to acquire and develop motor skills through repetition, exercise and training. So, the movements repeated several times, after various adaptations will consolidate. Instead, thanks to the ability to control, it is possible to address and control the movement, on a conscious and unconscious level, compared to programmed patterns, which require maximum precision at the rhythmic, spatial and temporal levels. The ability to adapt, however, allows you to adapt the movement to changes in the environment and the situation, changing it in relation to the different conditions that occur during sports.

Conclusions

Thus, the training of general coordination skills is linked to the acquisition and strengthening of life or soft skills, connected with the development of personal effectiveness (self-confidence, flexibility, creativity, self-control, stress resistance and emotion management), but also the cognitive dimension (self-awareness, critical, analytical and conceptual thinking, problem solving and decision making, ability to formulate explanations and hypotheses and elaborate concepts), this ability, oriented to

the realization (efficiency, attention to order, quality and accuracy, research and information management, planning and organization skills, autonomy) and impact and positive influence on others (objective orientation, ability to take initiative, organizational awareness, leadership skills), through the development of relational skills (interpersonal understanding, cooperation with others). Finally, special coordinating capacities are:

- The ability to balance, which allows you to keep in balance all the alcohol, to keep it or recover it during or after large movements;
- The ability to orient, which allows you to change the position and movements of the body, in space and time, with respect to a defined field of action. It is divided into spatial orientation skills and temporal orientation skills;
- The ability to differentiate, which accords the expression of a gesture in a precise and economical way, obtained by coordinating the various phases of movement between them and in relation to the body segments interested in the execution;
- The capacity of rhythm is given both by understanding a rhythm coming from the outside and being able to reproduce it from the motor point of view, and by realizing in one's motor activity an internalized rhythm;
- The reaction capacity, which allows the timely start of the execution of a movement, in relation to a signal. The signal can be audible, visual or tactile. The stimulus may be predictable or unpredictable, and the response to it may be stereotyped or not;
- The transformation capacity allows the adaptation to the motor action, while the same is being carried out, based on changes in the situation, perceived or expected, or to implement a completely different one;
- The ability of segmental coordination (or combination and matching), which allows to coordinate between them the movements of the body segments (for example, the right upper limb with the left upper limb, the trunk with the head, the lower limbs with the upper) and segmental movements with global body movements to achieve a certain motor goal (for example, arm-leg coordination in running).

The enhancement of these skills is associated with that of life and/ or soft skills related to the development of the cognitive dimension (self-awareness, critical thinking, analytical and conceptual, problem solving, decision making), relational skills (effective communication, interpersonal understanding, cooperation with others, leadership) closely related to those needed to have a positive impact and influence on others and to achieve a high degree of effectiveness (self-control, stress resistance, self-confidence, flexibility, creativity) and personal fulfilment (autonomy, goal orientation, efficiency, planning and organization, research and information management, attention to order, quality and accuracy, ability to be proactive). In summary, in agreement with Blume (1981), we can assert that «a high level of coordination capacity is at the basis of performance capabilities in all areas of life, including sport». In every sport discipline a different training of the coordination skills is required, which is modulated according to the required motor task and which also corresponds to a different qualitative development of life or soft skills. For example, if the motor learning ability of a basketball player depends on his orientation, reaction and transformation skills (Blume, 1981), it also depends on the self-awareness of one's own resources to be fielded by playing in cooperation with his teammates (being a team sport game), and on the interpersonal understanding not only of one's teammates but also of opponents, and the ability to anticipate, for which research and information management is important, flexibility, self-confidence and creativity, which are essential for the timely and effective adaptation of motor action to changes

perceived or foreseen by the situation that require critical and analytical thinking, Problem solving and decision making and a high level of attention, self-control and goal orientation. This example explains how the development of motor coordination skills is always implied and inevitably connected that of life and soft skills. Another analysis that can allow us to identify educational aspects that can be developed in sport can be made from the distinction between open skill and closed skill sports. This can help to understand how the predictability or unpredictability of the environment differently affects the development of life and/or soft skills. If the conditions of the environment are stable, as happens in closed skill sports (swimming, figure skating, gymnastics, rowing, etc.), the actions performed by the athlete are regular, controlled, stereotyped implying a strong attention to the precision of their movements and, therefore, to the proprioceptive ability, which requires a constant assessment of the body's position in relation to the environment and minimal adjustments to be able to perform the movement correctly. This strong body control involves skills related to stress management, self-control, critical thinking, attention, self-awareness, order, quality and accuracy. If on the contrary, as happens in open skills sports (football, basketball, baseball, volleyball, fencing, tennis, etc.), we find ourselves in a high environmental complexity, given the unpredictable, changing and variable game situations, Therefore the athlete is called to a continuous adaptation, reading and rapid interpretation of the game situations, with a continuous integration of proprioceptive and external skills, for an effective management of his movement and his technical gestures with respect to the opponent, the ball etc. The unpredictability that characterizes these types of sport needs and, therefore, tacitly develops the ability to manage stress, emotions, creativity, anticipation, decision making, problem solving, verbal and non-verbal communicative effectiveness. Another perspective from which it is possible to analyze sports and trace sports skills transferable to other contexts of the athlete's life is in the distinction of Parlebas (1997) between individual sports games or psychomotor and team sports games or sociomotor. The first, do not provide any kind of interaction with the opponent with teammates, so we can say that they favor «the ability to measure oneself with oneself, to develop self-awareness and to favor the overcoming of the person's weaknesses, starting from the same resources, not only technical-tactical but also psychological» (Maulini, 2014, p. 41).

In the latter there is a motor interaction with others (opponents and companions) that can be cooperation, opposition and cooperation/ opposition. They foster «verbal and non-verbal communication, openness to the other, the acceptance of one's own and others' error, the functioning of relational and group dynamics, the sharing of a common goal and the search for strategies» (ibid.). Always Parlebas (1997), pointed out that the athlete is not a physiological machine composed of muscles, tendons, joints, a pulmonary murmur, a heart pump. The gymnast who attempts an exit to the parallels must also overcome his fears, the judoka must perceive and anticipate the draws of his opponent, the rugby player must assess the trajectory of the ball, establish a speed of movement and scrutinize the intentions of others, the skier must observe the track, take useful information to be able to better overcome the slopes, The canoeist must decode the agitated surface that flows in front of him and calculate in advance the actions to be taken to overcome obstacles. Rather than a reflection, we are faced with a reflection. And you can understand how stimulated the affective sphere is: fear, attraction, aggression, taste of risk. Motor behaviors bring into play the fundamental dimensions of the person: biomechanical, affective, relational, cognitive, expressive. By intervening in motor

behaviors one can, therefore, exert a profound influence on the personality of the acting individual» (pp. 33-34). The indissolubility mind-body and the important role played by the body movement in learning is reaffirmed by the theory of embodied Cognition (Clark, 2009; Varela, et al., 1991). The body moves in a relational and physical space that it experiences and of which it experiences emotional and cognitive building knowledge and developing self-awareness (Wilson, 2002). The consequences in the educational practice of this theory have given rise to the pedagogical construct of embodied education that highlights the importance of developing in the person the awareness of the indissolubility between the bodily experience in the environment and the cognitive functions to it related, through educational approaches and situations (affordance) aimed at promoting it (Ceciliani, 2018). Awareness is realized by paying attention to oneself (mindfulness), to what is surrounding, to what happens while manifesting, by soliciting self-knowledge through bodily and motor-sense perceptions. This means that the life or soft skills, which tacitly sport develops through bodily experience, have potentially a much wider value, which must be recognized and meant to be transferred and used in all areas of life and not only in sports. All this can and must take place at all levels of sport, from the beginner to the motor sport up to the high level. The athlete, therefore, must be aware that their motor actions are not separated from its emotional, cognitive and relational dimensions. To promote the development of this awareness, it is essential to use tools and methods aimed at promoting the critical-reflective dimension such as: the logbook, the projection and analysis of films with a sports-themed theme Educational, the match analysis already generally used for the analysis of sports performance, is to be considered useful and therefore rethought as a match educational analysis. The latter tool can then be used to analyze and reflect critically on the educational, behavioral and valorical aspects of particular moments of a training or a race. Used to support the Method of clarification of sporting values (Isidori, 2008), the System of analysis of the development and observation of sporting values (ibid.); the Model of Thomas Wandzilak (1985) for education to values in the sporting context; The Donal Hellison Procedure (2003), for the development of personal and social responsibility through sport; the GOAL and SUPER programmes developed by Danish (Danish, 1997, 1998; Danish et al. 1992 a and b) for the development and enhancement of life skills through sport. The proposal of such tools and their possible use, must be foreseen in the training plan and therefore in the educational strategies identified in the methodology of functional training, both for the achievement of learning objectives that must be aimed at the integrated development of technical-tactical aspects of the discipline and for the acquisition and/ or enhancement of life skills and the subsequent transmission of values. The training must therefore be intentionally designed, as indicated in the definitions presented at the beginning of the work, as an authentic pedagogical process, [...] of education of the personality oriented to the search of the equilibrium of the various areas that characterize it» (Lombardozzi, 2012, pp. 50-51). This implies the development of pedagogical skills of the coach who must be able to "have" and "know how to use" the tools useful and necessary to carry out a survey of the aspects of value and life skills that athletes possess, which needs to be developed or enhanced and how to do so in an integrated way with the motor and technical-tactical ones. Only if the mission of every exercise, motor act or movement, will be oriented beyond the mere performance approach, sport will be able to express its educational face and become a tool capable of developing in an integrated way the motor dimensions, psychosocial and physical of the person, thus marking the construction of active and

healthy lifestyles (Maulini, 2019, 2014, 2006), facilitating the achievement of a harmonious functional, physical and psychic balance, dynamically integrated into the natural and social environment (WHO, 1986, 1998). In the light of the above, if sport is to be understood as an educational tool, it cannot fail to use the techniques of evaluation and the programmes of sport, directing them in a didactic-pedagogical perspective to address both athletes, for the search for a better performance, both to all those who desire to carry out physical activity for health, recreational and psycho-physical and social purposes. The professionals involved in the motor and sports field must have a multifaceted training, which also takes into account a specific knowledge of the movement, in order to transfer it to the athlete as the learner. The movement has various meanings, such as "Physical Exercise", "Physical Activity", "Recreational-motor activity" and "Sport" and each of them, in its own specificity, presents the common denominator of psychophysical well-being and health research, until you reach the performance of motor skills. Physical exercise refers to planned, intentional and structured movements, specifically aimed at improving physical fitness and health, physical activity affects all body movements that involve an energy expenditure (these are mainly everyday activities that require body movement, such as walking, cycling, climbing stairs, doing work in the house, etc.); for recreational activity-Motor is an activity that serves to offer the subject wide-ranging opportunities, with its total involvement in the cognitive, emotional, social and motor (activities of play and experimentation of what is new and unexpected); finally, the concept of sport refers to activities that, among other things, require the presence and respect of shared rules and that meet criteria of competitive and/or educational training and competition/cooperation. Sports activities have an educational value which relates to the process as well as to the results, as well as to the ways in which these are elaborated at group and individual level; In this regard, it was noted that the positive connotation attributed to sport must be related to its educational contexts. In conclusion, focusing on movement, physical performance presupposes an educational process that puts the learner/athlete at the center of it, providing him with the knowledge and the related skills, but above all transferring him all the value system that pertains to movement and sport.

References

- Bellingreri, A. (2015). *Imparare ad abitare il mondo. Senso e metodo della relazione educativa*. Milano: Mondadori;
- Bertolini, P. (1958). *Pedagogia e fenomenologia*. Bologna: Malipiero;
- Blume, D.D. (1981). *Le capacità coordinative: definizione e possibilità di svilupparle*. Trad. it. in *Didattica del Movimento*, 42/43, 60-82, 1986;
- Bruner, J.S. (1964). *Dopo Dewey. Il processo di apprendimento nelle due culture*. Roma: Armando Armando;
- Ceciliani, A. (2018). *Dall'Embodied Cognition all'Embodied Education nelle scienze dell'attività motoria e sportiva*. *Encyclopaideia – Journal of Phenomenology and Education*. Vol.22 n.51, 11-24;

Clark, A. (2009). *Supersizing the Mind: Embodiment, Action, and Cognitive Extension*. Oxford: Oxford University. Published to Oxford Scholarship Online: January 2009. DOI:10.1093/acprof:oso/9780195333213.001.0001;

Colombini, S. (2015). La relazione educativa: un modello circolare. In *Orientamenti Pedagogici*, 62, 1, 91-101;

Danish, S.J. (1998). Learning and teaching life skills through sport. II° Encontro Internacional de Psicologia Aplicada ao Desporto e Actividade Física. Braga: Universidade do Minho;

Danish, S.J. (1997). Going for the goal: A life skills program for adolescents. In Albee G. and Gullotta T., eds., *Primary prevention works*, (Vol. 6,291-312). London: Sage Publications, Inc;

Danish, S.J., Mash, J.M., Howard, C.W., Curl, S.J., Meyer, A.L., Owens, S., Kendall, K. (1992a). *Going for the goal leader manual*. Virginia: Department of Psychology, Virginia Commonwealth University;

Danish, S.J., Mash, J.M., Howard, C.W., Curl, S.J., Meyer, A.L., Owens, S., Kendall, K. (1992b). *Going for the goal student activity manual*. Department of Psychology, Virginia Commonwealth University;

Gardner, H. (2005). *Educazione e sviluppo della mente. Intelligenze multiple e apprendimento*. Prefazione di Galimberti U. Erickson;

Heckman, J.J., Kautz, T. (2012). "Hard evidence on soft skills". *Labour economics*, 19, 4, 451-464;

Hellison, D. (2003). *Teaching responsibility through physical activity* (2nd ed.). Champaign, IL: Human Kinetics.

Isidori, E. (2002). *La pedagogia come scienza del corpo*. Roma: Anicia;

Isidori, E. (2009). *La pedagogia dello sport*. Roma: Carocci Editore;

Isidori, E. (2008). *Pedagogia dello sport e valori verso un approccio critico-riflessivo*. In Isidori E., Fraile Aranda A. (a cura di). *Educazione, sport e valori*. Roma: Aracne;

Isidori, E. e Fraile Aranda, A. (2012). *Introduzione*. In Isidori E., Fraile Aranda A. (a cura di). *Pedagogia dell'allenamento. Prospettive metodologiche*. Roma: Edizione Nuova Cultura;

La Torre, A. (2016). *Sviluppo motorio*. In La Torre (a cura di), *Allenare per vincere. Metodologia dell'allenamento sportivo*. Edizioni Roma: SDS, Edizioni Scuola dello Sport-CONI;

Lombardozi, A. (2001). *Caratteristiche dei giochi sportivi*. In Lombardozi, A., Musella, G., Balducci, F., Barigelli, E. (2001). *Giochi sportivi (Sports games)*, pp. (21-46). Padova, IT: Piccin Nuova Libreria Spa;

Lombardozi, A. (2012). *Il ruolo dell'allenatore in prospettiva pedagogica*. In Isidori E., Fraile Aranda A. (a cura di). *Pedagogia dell'allenamento. Prospettive metodologiche*. Roma: Edizione Nuova Cultura;

Mantovani, C. (2017). Le competenze didattiche del tecnico sportivo. In (a cura di) Mantovani C., *Insegnare per allenare. Metodologia dell'insegnamento*. p.305-333, Roma: Edizioni Scuola dello Sport-CONI, ISBN: 9788897337157;

Maulini, C. (2019). *Educare allenando. Profili e competenze pedagogiche dell'operatore sportivo*. Milano: Franco Angeli;

Maulini, C. (2006). *Pedagogia, benessere e sport*. Roma: Aracne;

Maulini, C. (2014). *Progettare il benessere attraverso lo sport. Indicazioni metodologiche e studi di caso*. Milano: Franco Angeli;

Milan G. (2001). *Educare all'incontro. La pedagogia di Martin Buber*. Roma: Città Nuova;

Mussen, P.H., Conger, J.J., Kagan, J., Huston, A.C. (1990). *Lo sviluppo del bambino e la personalità*. Bologna: Zanichelli Editore;

Organizzazione Mondiale della Sanità, (1998). *Health Promotion Glossary*. Ginevra: World Health Organization. Testo disponibile al sito: <http://www.sciepub.com/reference/345348>. Data di consultazione: 14 novembre 2021;

Organizzazione Mondiale della Sanità, (1993). *Life education skills education for children and adolescents in school*. Testo disponibile al sito: <https://apps.who.int/iris/handle/10665/63552>. Data di consultazione: 14 novembre 2021;

Organizzazione Mondiale della Sanità, (1986). *Ottawa charter for health promotion, First International Conference on Health Promotion, Ottawa, 21 November 1986*. Testo disponibile al sito: <https://www.europeansources.info/record/ottawa-charter-for-health-promotion-1986-firstinternational-conference-on-health-promotion-ottawa-canada-17-21-november-1986/>. Data di consultazione: 14 novembre 2021;

Pati, L. (1994). *Pedagogia della comunicazione educativa*. Brescia: Editrice La Scuola;

Parlebas, P. (1997). *Giochi e sport. Corpo, comunicazione e creatività ludica*. Torino: Edizioni Il Capitello;

Pellerey, M. (2016). Orientamento come potenziamento della persona umana in vista della sua occupabilità: il ruolo delle soft skills, o competenze professionali personali generali. *Rassegna Cnos*, 32(1), 41-50;

Rossi, B. (1992). *Intersoggettività ed educazione*. Brescia: La scuola;

Teodorescu, L. (1981). *Teoria e metodologia dei giochi sportivi*. Roma: Società Stampa Sportiva;

Varela, F.J., Thompson, E., Rosch, E. (1991). *The Embodied Mind. Cognitive Science and Human Experience*. Cambridge: MIT Press;

Verchošankij, Y.V. (1987). *La programmazione e l'organizzazione del processo di allenamento*. Roma: Società Stampa Sportiva;

Wandzilak, T. (1985). Value development through physical education and athletics. *Quest*, 37, 2: 176-185;

Wilson, M. (2002). Six view of embodied cognition. *Psychonomic Bulletin and Review*, 9, 4, 625-636;

Weineck, J. (2009). *L'allenamento ottimale: una teoria dell'allenamento basata sui principi della fisiologia del movimento, con particolare riferimento all'allenamento infantile e giovanile*. Perugia: Calzetti-Mariucci.