Abstract

Those who work in the sports world knows that one of the deepest concern by parents is to find the sport more suitable for their children. Normally, we try a sport "complete" and the question most often asked is what is the sport "most comprehensive" ever. Obviously, the answer is given in these cases is that there is a sport, really, absolutely complete, since any physical activity, when it is transferred to a specialist, the practitioner promotes certain characteristics at the expense of others. Popular culture sees in the swimming discipline that best meets the needs of sports' all-inclusive", but a closer examination, it is clear that even swimming can acquire this title, because, for example, does not intervene in important quality such as' ability to coordinate the body with respect to the surrounding space, the proprioception, the ability to jump, run or throw objects and the ability to socialize and work together with others towards a common goal.

Key words: start-up, racing, auxology, psychology, social learning, hippotherapy

Introduction

Those who work in sports world knows that one of the deepest concern by parents is to find the sport more suitable for their children. Normally, we try a sport "complete" and the question most often asked is what is the sport "most comprehensive" ever. Obviously, the answer is given in these cases is that there is a sport, really, absolutely complete, since any physical activity, when it is transferred to a specialist, the practitioner promotes certain characteristics at the expense of others. Popular culture sees in the swimming discipline that best meets the needs of sports' all-inclusive" , but a closer examination, it is clear that even swimming can acquire this title, because, for example, does not intervene in important quality such as' ability to coordinate the body with respect to the surrounding space, the proprioception, the ability to jump, run or throw objects and the ability to socialize and work together with others towards a common goal. But then, what sport to choose and at what age to begin the start-up sports? First you need to know if the request comes from physical activity organized by the child or parent. Often, the child simply shows a strong and natural desire to move, while the parent is the desire to enroll in a course rather than another, perhaps for reasons of convenience in the organizational family. To give the first indication is that the child should have fun doing what he does. Enroll in a course, even prestigious, where, however, the small pupil is not at ease, it is certainly harmful. Since schools usually start small sport accept beginners aged five and up, our analysis will consider the age group of between five and seven years. In this period of growth, the child has strong motivations to sport. When a passion for motor activity, of course, in the form of play and fun, he showed a commitment and highlights the presence of a concrete motive and dominant. Probably, the two primary factors that act as spring are the game and the players, as well as other secondary factors.

In particular, we should not underestimate the competitive spirit, which translates into reality, a symbolic level, the person needs all-natural, at this age, linked to aggression, self-assertion, the interaction with reality. The competitive spirit, then, being a factor compensation, balancing and liberating, if you lived in an organized, managed by an instructor trained and controlled properly, acts as a decongestant psychic, mental and emotional growth fostering of 'student. The sport with sporting events, therefore, may not solve, but it helps to work on individual needs and anxieties of the child, and to promote its inclusion "social". The so-called secondary factors alluded to, are probably more important in boys and 'no adult in the child, in fact, can be attributed to variable factors related to communication, projective, cathartic - liberators, aesthetic, affiliates, conformist, economic -social, if not neurotic anxieties to reactive, compensatory forms, related to 'sexual identity. They can, however, also appear in this age, when, for example, the child "feels" strongly that the parent wants to practice a certain activity that he does not want to disappoint him, and, if not the passion. Enrolling a child in a course of introduction to the sport, therefore, also means acting on his mental development, as well as on the physical. The sport long, in fact, has an effect on personality, as demonstrated, for example, that can act on any obsessive behavior, or attitudes of coarctation emotional histrionics. The important thing is that more activity is proposed, both by parents and teachers as something fun, that "it is nice to do" to avoid athlete's symptoms of psychopathology, demonstrating that sport, in some its excesses, it is always good, such as, for example, fear of failure syndrome. This is a kind of anxiety pre-competitive, with a complex psychic and somatic symptoms. While the athlete is training and working adults depending on the outcome, this must not happen for the child and the young.
Among other things, this is not only wrong, obviously, on an ethical and social, but also functional and specialization: a great specialist of tomorrow, in fact, must now be a child who likes to play sports and growing balanced and rich in motor experiences. He has no reason to be, therefore, the fear of some parents that their child can not become a champion if you do not begin to specialize at an early age. It is closer to the truth quite the contrary. However, it is important that as a child to acquire various experiences of movement. Stress should be avoided at all costs competitive: an athlete must have a mature psychological charge that do fight to the end, in the race against his opponent, even if it's his best friend. In a child, however, this would mean a whole load of pressure affective environment: parents, coach, friends that he keeps. The anxiety may be greater than the pleasure of the sport. That's why the specialization is delayed as much as possible. For further confirmation, here are the famous "Faktor Filin" indicating those that were the young age of admission of the Soviet Union in sports schools. Age Sport 7-8 swimming, figure skating, gymnastics, tennis 8-9 Acrobatics, Gymnastics, diving, cross country skiing 10-11 Figure skating, rowing, basketball, hockey, soccer, volleyball Athletics 11-12 (excluding throws), shooting, horse riding 12-13 boxing, cycling, athletics, heavy 13-14 Launch of Athletics. The ages shown are those in which the young students were trained in a specialized sport. Even from these data we can extract arguments to reassure parents about the fact that for children aged between five and seven years is not, absolutely, should be identified already a specialized curriculum. Needs of children and factors of choice. Said that, let's now in the role of conscientious parent, realizing the importance of a healthy physical and psychological bodily activity for the child, is in their hands three or four leaflets of sports clubs and centers of introduction to the sport and must choose which course to enroll. To give you some advice we need to understand what needs a child aged between five and seven years. The environment of origin should first take into account the environment of origin of the child. In rural areas, there may be no problems that exist in an urban environment where children sometimes are literally deprived on the way - Motor: countless hours spent watching television or the computer or video games to, confined spaces and monotonous, the 'unnatural interdiction motor, produces strong deficiencies in motor skills, which must be retrieved by the teacher sport. This, however, can not occur by means of gymnastics or sports ritualized repetitive little cognitive content, such as swimming, when practiced in a traditional way, but through different programs, continually enriched sense of fun and extremely varied. In contrast, a child who at five years to climb trees and play 'with their peers has opened such a gap to recover. The factors chosen according to the CONI: CONI in Italy, when drawing up programs for start-up centers to sports for children of both sexes between 5 and 7 years, provides that, in this age, the 'sport is oriented for physical - training," pausing 's attention on four key points that describe the characteristics and needs of children in various age groups: 1. The factor auxological; 2. The psychological factor - social; 3. The structuring of the basic activities of motion; 4. The mode of learning.; Let's look at the characteristics of each of these: 1. The factor Auxologico: Between 5 and 6 years, the child c is the first extension, which consists of a boost in length and mostly affects the osseous system, rather than the muscle that focuses, above all, in the legs. It happens, therefore, the skeleton weight gain, bone levers to stretch without there being, however, a change in muscle strength. The spine may tend to curl, giving rise to attitudes such as kyphosis and scoliosis, especially when the development is not symmetrically placed on the left side and on the right side of the body. From 7 years, increased breathing capacity, therefore, the spine and rib cage suffer, especially if there is no adequate physical activity. From 8 years, however, c is an increase in body mass and muscle strength, which, if wisely guided, leads to compensate for the shortcomings of previous periods. 2. The psychological factor - social: It is not possible to summarize accurately the psychological characteristics of the pupils of this age, because there are significant differences between each of the three ages and still, scientific research does not give answers that could be construed as final. In five years, the child still suffers the process of identification with the parent of the same sex, while being aware of its diversity and body. There is, however, a moral and emotional dependence on adults. The play between children of this age, which is the main way in which social behavior occurs, is characterized by constant quarrels and physical assaults, possibly violent, but short-lived. The ongoing process, however, leads to type more associated attitudes, all 'inside of which the children play and act to achieve the same purpose. From 6 years, however, begin to be significant progress in the 'acquisition of the awareness of your body and your psyche. Also begins to understand how others see him and judge him, therefore, requires others to be respected and be taken into due consideration. Responds to the rewards and reprimands. The seven-year manifested a great interest in her body and likes to explore the features and capabilities. His social skills and increases slowly, tend to decrease egocentric. At eight years, finally, increases and becomes quite clear the need by the child, self-realization, even in the adult role models gives. 3. The structuring of the basic activities of motion: The child goes through, slowly and throughout the 'arc of' school age, a neurophysiological process of evolution, called "domination", which means that, usually, the left side of his body has support functions, support and defense, while the right has functions of attack, momentum and offense. This process originates and evolves from the hand, then, around the side of the body, up to the so-called "lateralization", i.e the division of the nervous control of the two halves of the body. No lateralization was not able to do, effectively, athletic movements.
The lateralized child is born, but becomes so on the basis of the maturation of the nervous structures, and until she reaches her body image and efficiency of his movements will be inaccurate. 4. The modes of learning: Be advised that not always the motor learning, by imitation, it is useful and profitable for the child. The student, in fact, can perform the gestures engine only if, previously, has been afforded an opportunity to have learned motor experiences simpler and more elementary. The 'learning of each gesture can be impossible if the first child has not learned the simplest gestures that serve as "building blocks" to build the most complex. Thus, the traditional process of teaching the gestures engines "prove" - "to do" - "fix" could not be more correct, because charges could lead to situations of anxiety or frustration. The task, then, is to route the 'student on his way to a good running motor so that the child acquires mastery of gestures i. From the five years, therefore, the motor learning, by imitation, it is useful and spontaneous, joyful and playful form. Children learn from their mistakes. An important feature of the teacher, therefore, must be not to point out the error and correct it, but to stimulate the capacity of self-correcting 'students by including motivators' s attention and repetition, to avoid the child, overwhelmed from failure or frustration and rebuke, to retract from repeating the experience. The perfect sport The sporting ideal, therefore, is that: • It is managed by a teacher who knows these four elements; • It is organized according to these four factors.

Material and methods

It is well known, always, because, already, the Egyptians and the Greeks had in their traditions, that 'riding brings with it a number of charitable feelings: it produces a sense of independence, provides acoustic stimuli, visual, tactile and olfactory particular, stimulates the attention and will, strengthens the sense of self, induces feelings of respect and collaboration as well as a lot of vibration and affective thymelogics. Due to these considerations is almost self-evident that a "good ride" is good for everyone, from children to old and may be useful to improve conditions such as listlessness, decreased mood, vague anxiety, psychasthenia, and neurotic insights. Speaking of horses, we must also stress that: The movement in three directions, and sinusoidal space may be useful in cases of muscular and motor deficits (especially of the trunk and neck), in situations ranging from neuromuscular paraplegia to actual paralysis, spams, disorganization and clones; - The 'horse riding can also be a great way to turn on interpersonal relationships, to friendships and knowledge, to expand consciousness and one's self to the future, planning, vitality and life. It is clear that these benefits can be obtained if the rider has a functioning psycho - mental and psycho - motor, as well as an appropriate affective attitude (respect) toward you, toward the animal and also to the natural environment or the handling. Very different is the situation when the rider is not cooperating, is passive, distracted, apathetic or even oppositional. In these cases, we speak of pathology and therefore the speech of horse that is good for purchases of all particular values. We can refer to when: the horse-riding behavior is entirely passive or like that of libidinal stimulation (auto-erotic). This is observed in cases of autism or developmental disorders, as well as in many diseases such as Down syndrome, cerebral palsy, in all forms psycho – pathological in which may be evidenced by an operating state I - weak.

In these cases, you should carefully consider the possible consequences because the stimuli can induce worsening regressive behavior, but, above all, enhance the development and deficits lead to the development of a chronic irreversible deficits: - The 'equestrian activity can induce neuromuscular stimulation - psychic capable of activating epileptogenic foci, the crisis of opposition and aggression, moments of self - marginalization and isolation. From these considerations, it is clear that we must differentiate very precisely, the 'fun to ride as a practice - which has recreational, increasingly, its positive aspects, facilitators and able to "feel good", since the use of horse for therapeutic purposes and / or rehabilitation (also consider that a ride is beneficial, almost never, structured as continuous as it is instead a hippotherapy). In the case of rehabilitation by means of the horse, it is clear that the 'exercise should be practiced under control, with the help of therapists who are mostly doctors, psychologists, psychotherapists, educators who have specialized nell' hippotherapy. With these characteristics, the use of the horse becomes, based on decades of experience, a practice of "alternative medicine", capable of inducing not only improvements, but also functional and global recoveries or even overcoming those deficits which may underlie disability and / or disability. From these observations, it is clear that one must distinguish the pet - from equestrian rehabilitation therapy because this activity is designed to encourage improvements and / or cures in many cases of mental disorders - physical and mental - mental. If a doctor or a neurologist can advise in cases of hippotherapy: - Osteoarthritis in its early stages; - Mild dysplasia of the hips; - Results from trauma head - cerebral; - Paraparesis with spasm and / or clones; - Varying degrees of scoliosis, And in the face of developmental psychopathology and regressive to those that accompany other diseases that rehabilitation by means of the horse, its enormous therapeutic possibilities. In all these cases, the 'horse therapy must be applied together with a specific therapy and rehabilitation programs because only a global integrated planning, multi-disciplinary monitored and was able to lead us to overcome the disability. This is all the more confirmed by the fact that in many cases, the boys have recovered completely: - The educational prerequisites and then, they have developed up to their potential to re - consider entirely normal;
Application and volitional capacities that have allowed the ‘integration into football teams and / or volleyball team; - The quality competitive enough to be entered in equestrianism (of gymkhana and jumping) with significant results because on several occasions exceeded the normal size peers - with; -

The values necessary to participate in walks of country and require long-term desire, strength, endurance of fatigue, ability to overcome obstacles large and small also unexpected; - The potential global personological (affective, cognitive, adaptive, problem solving, behavior control), which led us to program the “free school cadet instructors.” These achievements are the result of chance or of fairy tales, but the progress made by our boys with hard work, application and self-criticism. They have also been disclosed and discussed with parents, teachers, psychologists, child psychiatrists, and all interested parties, who have participated in conferences, radio and television programs and even developed in two World Congresses on the Internet.

The benefits of the factors' riding (application play - train) and enjoy its lulling pace (fun application - recreational) are clearly demonstrable as well as numerous including: - Strengthening muscle tone and coordination of movements; - Stimulate attention and kept on task; - The need to learn the orders to be transmitted accurately to the animal; - Firmness in making decisions; - The courage to face difficult situations and unforeseen; - The need to know how to orient themselves in space, time and speed; - Need to store in exactly the strategies to extricate themselves from situations from the tax; - Increase the balance. Even in the "groundwork" (care for the needs of the animal), the rider must develop important qualities such as: - Recognize the needs of 'other and respect its idiosyncrasies; - Pay attention to their movements, their own actions they can also cause unpleasant reactions; - Learn to use well-coordinated movements and precise; - Be able to devote himself to a more accommodating attitude of help; - Understand the need to invest in the welfare of the 'other to gain advantage; - To reach a self-confidence.

We must not forget, then, the benefits to be derived from the actual ride: - See the world from a 'different perspective tempo - spatial and helps to broaden one's conscience; - Know how to gain visibility is also able to observe and be seen on the other; - To experience feelings of satisfaction in reaching the goals mediated by the guide of the horse; - Understanding of being able to also address the unpredictable behavior of the "buddy" who is still an animal; - Learn tolerance as well as the necessary will to achieve their goals; -

Understand how a particular goal can be achieved only by collimating and coordinate their movements with those of the "right horse"; - Recognize the need to live in the here and now, leaving aside speculations, fantasies, reveries and distractions dangerous; - Discover the true meaning of psychic equilibrium and ability to orient themselves in space and time, as well as the metaphor that he wants the shortest route is almost never a straight. It is evident that all these observations lead one to conclude that the horse, as a whole, can be very useful for restoring and improving the sense of relationship with oneself is essential to know how to govern their bodies and develop their minds. All these benefits are, however, reached only intervenes when the leadership of the human mind, which knows how to choose, plan, design, promote, guide, provide, enhance, desire, want, etc....

When the rider is a "normal" person, ie, their mental capabilities - active and mentally intact, is his mind which creates efficiency and effectiveness; very different is the theme, when the rider does not have all the qualities necessary to "create" the benefits of going on horseback. The issue of disability (especially temporary) requires the "need for the therapist" (in this case, of 'hypnotherapist) who must be wary of: - Observe the emotional dynamics of the horse and rider; - Consider setting offered by the operational situation (soil type, light intensity, quality of stimuli such as music accessories, participation of the auxiliary, etc.). - Provide the quality and quantity of each intervention; - Read the emotional changes - and consider the child’s emotional responses of the horse, - Choose the appropriate horse for the personal situation of each patient; - Determine at any time the type of practical application (speed, intensity, complexity of the exercises) in relation to the objectives, the couple's real possibilities rider - horse, alertness and commitment demonstrated by the child; - Decide if you need to get on the horse with the little patient when it is small (even pick him up, if necessary) or when it is necessary to transmit a "concrete thinking"; - To live each therapy session with a calm attitude, relaxed, engaged, characterized by stimuli seductive, soothing and pleasant, however, always aimed at the therapeutic outcome. - Use any time during therapy to proceed to a careful analysis of situations and to 'constant adaptation of interventions to achieve the objectives.

As highlighted underlines how important the work of therapists who have: • lavish care and therefore, know what and how are the interventions that, through the horse, can be applied to solve problems of posture, balance, motor deficits, limitations of bone - joint; • understand the needs, anxieties and desires (through a subtle observation of attitudes) to achieve the targets, using instinctive stimulus to growth and development of psycho - affective; - Create a pleasant setting, a constant balance between the fun - recreational and therapeutic - rehabilitation; • be an educational center for the 'student purchasing behaviors, more appropriate and correct, so that he can feel "happy" entered, not libidinal impulses - instinctive (childhood), but, deductive cognition; • prepare the horses for a delicate, precise and continuous use knowing the compounds most suitable food and
doing "bucking" the fiery steeds and lead then to an exact level of operational capability; • assume the role of instructor to obtain a correct riding posture on the horse, the exact temporal disengagement maneuvers - Space, the maximum integration between rider and horse. From our observations, it appears that it is risky to refute expressions and false and it is also important that you do not create confusion on the positive results that can be obtained with hippotherapy. The horse therapy or rehabilitation by means of the horse are of a technical "alternative medicine" that must be applied by skilled professionals and also (it is always desirable) in a multidisciplinary intervention system. We must, always, keep the goals offered by well-differentiated offering an equestrian activity: a) whether it should be fun - recreational, pre - recreational or sporting purposes only has a nice, psycho - physical and if you will, to improve the quality of life; b) if you want to ride in the spirit of a disabled pet - remember that moments regressive therapy (autoerotic instinctive or libidinal), although they are nice (this is beneficial in cases of serious illness and / or non-recoverable), can be very detrimental if applied (especially if in a regular and continuous basis, capable of creating "libidinal expectations") in children or young people who have symptoms referable to a I - weak or a delay - developmental arrest psycho - mental. In these cases, hippotherapy is integrated with other rehabilitative interventions to produce recovery and / or care, taking into account that "... there is no time to lose! "; c) if you want to do therapy or rehabilitation, we must choose centers, programs and therapists prepared, trained and follow the criteria of medical treatment, prognosis, careful evaluation of the results obtained in connection with the purposes considered in planning.

Conclusion

When you proceed to apply a scientific hippotherapy has the prerogative to be a technique of alternative medicine-type rehabilitation (functional and global), we must think of a child or a young man who exceeds, with the help of her therapist, the dynamics regressive (though nice), happy to "let yourself go," look for their emotional pleasure - instinctively (characteristics of the pet - therapy). In rehabilitation, a disabled person begins to regain a sense of self, supported by a "secondary narcissism" is an expression of 'entry into operation of the so-called "Name of the Father", a prerequisite for overcoming the oedipal dynamics and to conquer one's self. We will see that these children take the reins and begin to drive their horse with increasing security, tackling trot, canter, turns, jumps, and Gymkhana. If from a psychological point of view, we emphasize: - Containment of emotional shock; - Development of behavioral and affective thymelogics - Development of processes related to the visibility; - Neglect of the needs of the symbiotic type binding; - Overcoming the stigma of regressive 'omnipotence of' self-centeredness; - Acquisition of values related to the emotional generosity, sharing, to 'altruism and gratitude; - Perhaps the adaptive re-uniting of 'I; - Organization of the dynamics of the self; - Quality of the learning problem - solving skills; - Recovery of higher analytic functions - deductive, however, high in the practice and behavior, discover the thrill of finding subjects, individuals, people-friendly, integrated, able to express their needs, but also to defend their rights; rejoice with their parents for being able to go a fraught and difficult, but at last light, projected into the future, the true well-being, happiness, and pervaded by the certainty that "together we can."

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REHABILITACIJA JAHANJEM. "KORISTI OD PRISTUPA S KONJEM U ŠKOLI I TERAPIJI"

Sažetak
Oni koji rade u sportu znaju da je jedna od najdubljih briga roditelja da pronadu sport koji najviše odgovara njihovoj djeci. Uobičajeno, mi promatramo sport "cjelovito" i pitanje koje se dosta često postavlja jest koji je sport uvijek najbolji. Očito, u ovom slučaju odgovor je zadan da je taj sport, zaista, posve cjelovit, prije bilo koje tjelesne aktivnosti, kad se prenese specijalisti, praktična promocija određenih značajki na teret ostalih. Popularna kultura vidi u plivačkim disciplinama da one najbolje zadovoljavaju potrebe inkluzivnog sporta, ali bliže promatranje jasno pokazuje da nije sve baš tako jednostavno, jer iako plivanje može ponijeti ovaj naslov, ali zato što npr. ne intervenira u važnost kvitite kao što je sposobnost koordiniranja tijela uz prelje na okolini (mediju), ono što je važno jest proprocepcija, sposobnost skoka, trčanja ili bacanja objekata i sposobnost socijalizacije i zajedničkog rada s drugima, a to je možda i primarni cilj.

Ključne riječi: početak, utrke, auksologija, psihologija, socijalno učenje, hipoterapija

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