

PHYSICAL AND SPORT ACTIVITY AND THE RELATION TO THE EIGHT KEY COMPETENCES OF THE RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

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Review paper

Abstract

The school realizes its work of formation through the processes of socialization and the learnings that between them they have an interdependent relationship. The article investigates value educative of the dimension social, cultural, emotional and cognitive through physical activity, motor and sports. The present study, the theoretical argument, try to clarify some aspects: the experience, the affectivity and the emotion can facilitate or hinder the evolutionary process of the student. The eight key competences approved by the European Parliament in 2006 are closely related to aspects of interdisciplinarity and transdisciplinarity in the period from 0 to 14 years. The education to the physical activity, motor and sports should be the center of the teaching-learning processes and help the process of construction of knowledge and skills within the school. It is also highlighted, how much this knowledge and skills system can be conditioned by social, cultural and emotional aspects. In conclusion, it is desirable to structure the learning environment with the bio-psycho-social paradigm of physical, motor and sports activities to achieve the goals of skills at the end of the first cycle of education of the National Guidelines for the curriculum of 2012.

Key words: communication, digital competence, entrepreneurship, cultural awareness and expression.

Introduction

As globalization continues to confront the European Union with new challenges, each citizen will need a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. In particular, building on diverse individual competences, the differing needs of learners should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural or economic circumstances, need particular support to fulfill their educational potential. Examples of such groups include people with low basic skills, in particular with low literacy, early school leavers, the long-term unemployed and those returning to work after a period of extended leave, older people, migrants, and people with disabilities. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment. The Reference Framework sets out eight key competences: 1) communication in the mother tongue; 2) communication in foreign languages; 3) mathematical competence and basic competences and technology; 4) digital competence; 5) learning to learn; 6) social and civic competences; 7) sense of initiative and entrepreneurship; 8) cultural awareness and expression (Official Journal of the European Union, 2016). From this background, it needs to deep the theoretical pedagogical framework. The formal educational environment, is identified in a specific setting where there are rules,

management, arrangement and whole pedagogical missions, which means schools (Fabbroni 1999). The interaction with other subjects and its interdisciplinarity and multidisciplinary give a great dimension, especially in the first cycle of education (Raiola 2011ab). The education is defined, in general, as an action that facilitates the physical, intellectual and moral development of a person, while the formation is understood as a process through which the potential personal gets the maturation of its own behavior and/or own learn, by interaction with the environment, by social and cultural participation and mediation or the support of figures and institutions, such as family, school, groups, associations, religious organism and so on (Farinelli, 2005). No one learning can regardless of the affective component: "the socialization is based on interpersonal relationship that involves, deeply, the affective dimension; the learning has three affective connotations that are: the motivation, creativity and understanding" (Rossi, 2002). According to Bandura's theory (Bandura, 1977), the correlation between neurological aspects and auto generation of social behavior and so on, shows that the child experiences the activities with its own emotions and affectivity. Among the learning process and the affective dimension there is a deep connection because learning is always developed within a loving relationship. The process of construction of knowledge is determined, for each individual, from the intertwining between components intuitive, quantitative and qualitative, under the influences of the social stimulation, cultural, emotional, motor and cognitive (Altavilla et al., 2015a). Learning, furthermore, is influenced by other mental processes: the attention, emotion and motivation,

which influence the quantity and the type of information to be stored. 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 (Cirillo et al., 2016, Raiola D'Isanto 2016ab, D'Isanto, 2016, D'Isanto, Di Tore 2016, Raiola, 2012). The student cannot be considered a taxable person of the educational intervention, but it must be the active participant of own education and training (Gordon 1991). Then, the function of the teacher is not to "give lessons" but to create situations, learning routes, allowing students to operate physically and psychically (Altavilla et al, 2014a).

Fundamental task of the teacher becomes, then, that of creating a learning setting in which the choice and use of instructional strategies most appropriate to achieving the objectives of the various teaching they occur within a relationship of support and encouragement (Altavilla et al, 2015b). When you prepare a stimulating environment for children's learning, they are encouraged to be curious, to ask questions, to think and find solutions, thus expressing their ideas through communication codes are always different. If, in such contexts, it also promotes trust, respect and open dialogue, the children, who study and work actively, gradually learn to interconnect the socio-emotional and cognitive, physical and motor development. All of these implications urge to think that you will ever have homogeneous groups in a class, because no two children equally between them, and therefore the provision of individualized or personalized learning paths become even more of a need and no longer an option didactic (Gaetano, 2016-). Emotions play an important role in the processes of learning and memory, for example, when they happen to study a subject that you do not love, we are, often, annoyed by the effort that you have to do to learn it. Emotions play a dual role, can have positive or adverse consequences (Goleman, 1997).

If negative emotions involve a restriction of attention, the critical and analytical thinking, positive emotions have beneficial effects on learning, make it wider attention and produce a creative thought (M. Seligman, 2007). The emotions characterize the behavior, experience, and development of every human being (Le Doux, 2003). Can not be learn only from the explanations of teachers or from what we read on books, but also store other elements that simultaneously arrive to the brain, consciously or not; for example, the colors and the lights, the background noise, positive or negative emotions that we feel on that experience. For this reason, utilize contexts and emotionally charged situations is useful both to make more pleasant learning and for to realize effective learning. Learning is facilitated if it is "significant" (matter considered important by the subject), and if it takes place in a supportive

environment. To construct stimulating contexts for learning there is need of teaching methods that can enhance the development opportunities and valorize the body size of the human being (Whitehead, 2010), not only within the individual scholastic discipline, but also integration it with other curriculum through an interdisciplinary teaching and transdisciplinare, in light of European guidelines on core competencies. For example, Humphrey (1967) and Cratty (1972) have developed integrated approaches, where have placed at the center of the teaching various combinations between the physical activity and mathematical, science, art, music or literature. According to this perspective, the objectives curricular of the physical activity can be combined with those of other disciplines, becoming part of an educational path without losing their characteristic content. 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. A child, while playing, fully manifests his inner world than might exhibit verbally (Raiola, et al., 2015), in the same time he highlights, through playful activities, his need to communicate and socialize with others.

The interdisciplinary models aimed at improving learning through the definition of key concepts belonging at different disciplinary domains (Kulinna, 2008). The opinions of teachers on interdisciplinarity are not always positive; In fact, in a search, Da Silva (2015) showed that, despite the educational practice is geared to the realization of multidisciplinary projects in primary schools, teachers still do not exploiting construction of interdisciplinary paths. Reflecting on these issues, we can deduce that the vision of teaching and collaboration between teachers are fundamental aspects for the success of interdisciplinary interventions, either in the programming phase or of realization. The purpose of the article is to deepen the educational value of the dimensions social, cultural, emotional, motor and corporeal, trying to clarify some aspects like experience, affectivity and emotion, which may facilitate or hinder the learning process. The method of investigation is theoretical approach is founded, for this study, where the documentary research type and the argumentative one are joined according to paradigm social and psico-pedagogical of the education at school. To summarize the complexity of scientific idea in educational process of the primary school and to suggest the contents metodological-didactic for the training of the teachers.

Discussion and conclusion

The activism of Dewey (1949) and of Montessori (1952), the historical-cultural school with Vygotsky (1966), the cognitive approach with Bruner (1966) and sensory-motor with Piaget (1971), pluralism with Gardner (1994), the emotional approach with Goleman (1997), of the meta-cognitive approach with Ausubel (1960) and Novak (1977), have

contributed to the enhancement of the dimension corporeal-chinestésica as the basis of all learning. Today the prevailing socio-constructivist paradigm, according to which the child actively constructs the meaning of reality in which he lives through its interaction with the environment (Bruner, 2003). The relationships existing between biological, psychological and social, and the contribution of Ponty (2003), allows an analysis of the relationships between motor practice and social models, identifying in the body and in the movement a valuable tool for mediation with the world.

Recent advances in neuroscience, on the brain and on how it works, call into question the teachers on the how to organize and structure the learning environment (Raiola, 2014ab), but also of how to operationalize this information, linking them at the didactic and educational practices; trying to replace, gradually, the settings curricular transmissive with an interdisciplinary dimension, encouraging the cooperative work, metacognitive, laboratorial, within a network of relationships positive emotionally.

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 on the quality of the educative-formative process, namely on how that path will lead the child to qualitative results (Altavilla et al, 2014b). The ludic-motor activity, for this end, is a optimum facilitator and 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, 2016).

The educative-formative action of the physical activity in the evolutionary path of the child is expressed in the relationship among people, is mediated by body languages and not, from the emotional involvement that animates the interpersonal relationship (D'Isanto et al., 2017, Di Tore et al., 2016, Raiola, 2015abc, Gaetano et al., 2015ab). Therefore, 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. 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 (Gaetano, Rago 2014, Gaetano 2012ab).

The attention to the personalization of the learning, thus, becomes an pedagogical obvious choice, since it is never the teacher that teaches, but it is always the student who learns (Altavilla, Di Tore, 2016). 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).

In short, physical activity is a prime source of learning and 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. Therefore, the attitude of the teacher, or of the instructor, or of the parents, becomes crucial if attention is not placed only and always on the result, but above on the quality of the educative-formative process, namely on how that path will lead the child to qualitative results (Altavilla, Raiola, 2014).

Giving space to affectivity in the teaching / learning means innovating the teaching practices and in this perspective have a particular importance the teacher personality and his professionalism, his humanity, his relational style, his competence and affective responsibilities. It is, therefore, particularly important the type of communication that the teacher establishes, its educational style and the relational paths that is able to design and implement. Concluding, we can affirm that a significant education must aim precisely to encourage a continuous dialogue between cognitive-motor life and affective life.

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TJELESNA I SPORTSKA AKTIVNOST I RELACIJE SA OSAM KLJUČNIH KOMPETENCIJA PREPORUKE EUROPSKOG PARLAMENTA I VIJEĆA

Sažetak

Škola ostvaruje svoj rad edukacije kroz procese socijalizacije i učenja koji imaju međuzavisnu vezu. Članak istražuje vrijednost obrazovanja društvene, kulturne, emocionalne i kognitivne dimenzije kroz tjelesnu aktivnost, motoriku i sport. Ova studija, teorijski argumentirano, pokušava razjasniti neke aspekte: iskustvo, afektivnost i emocije mogu olakšati ili ometati razvojni proces učenika. Osam ključnih sposobnosti koje je Europski parlament odobrio 2006. godine usko su povezane i s aspektima interdisciplinarnosti i transdisciplinarnosti u razdoblju od 0 do 14 godina. Edukacija za tjelesnu aktivnost, motoriku i sport bi trebala biti središte procesa učenja i poučavanja i pomoći pri izgradnji znanja i vještina unutar škole. Također je istaknuto, da se to znanje i vještina može uvjetovati socijalnim, kulturnim i emocionalnim aspektima. Zaključno je poželjno strukturirati okruženje za učenje s bio-psihosocijalnom paradigmom fizičkih, motoričkih i sportskih aktivnosti kako bi se postigli ciljevi vještina na kraju prvog ciklusa obrazovanja Nacionalnih smjernica za nastavni plan i program za 2012. godinu ,

Ključne riječi: komunikacija, digitalne kompetencije, poduzetništvo, kulturalna nagrada i izražavanje.

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