

THE EDUCATOR, SPORTS PAST AND PRESENT THE EDUCATOR, SPORTS A NEW FIGURE

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ABSTRACTS. The figure sports educator emerges more and more over time, and its purpose is to educate and pass through sport great values. And 'necessary that educators have achieved a qualification awarded by various Italian sports centers, where it was limited to the treatment of the fundamental discipline which pedagogy, which deals with issues related to education, because it is able to receive further information from the point Theoretically, psychological and educational. You can begin to define sport as a human activity unilaterally motor connected to the moral, and implies a reflection on their educational potential, then we can deduce that the pedagogy of sport is a true reflection on the educational potential of sport. In the past almost always been taught sport without adhering to a pedagogy that involves natural predisposition and communication: in fact, its specific object is an educational process that tends to prepare man for life and raise both culturally and sport. Teaching determine which methods are most suitable for the work of the educator and such techniques can achieve the educational relationship through active participation of the student: there can be no true learning if there is an actual mental process Enrile, 1977. Eugenio Enrile was the first technical inspector for Physical Education of the Italian Republic. Physical Education is a contemporary eclectic, synthesizing a mixture of elements which have contributed to the formation of the discipline in the last two centuries: the conception military-style Prussian dell'Obermann, psychomotor French, sporting bodies matrix of English, and the nature, the size of the hygienistic Baumann inspired Swedish.

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Introduction

The figure sports educator emerges more and more over time, and its purpose is to educate and pass through sport great values. And 'necessary that educators have achieved a qualification awarded by various Italian sports centers,

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where it was limited to the treatment of the fundamental discipline which pedagogy, which deals with issues related to education, because it is able to receive further information from the point Theoretically, psychological and educational. You can begin to define sport as a human activity unilaterally motor connected to the moral, and implies a reflection on their educational potential, then we can deduce that the pedagogy of sport is a true reflection on the educational potential of sport. In the past almost always been taught sport without adhering to a pedagogy that involves natural predisposition and communication: in fact, its specific object is an educational process that tends to prepare man for life and raise both culturally and sport. Teaching determine which methods are most suitable for the work of the educator and such techniques can achieve the educational relationship through active participation of the student: there can be no true learning if there is an actual mental process Enrile, 1977. Eugenio Enrile was the first technical inspector for Physical Education of the Italian Republic. Physical Education is a contemporary eclectic, synthesizing a mixture of elements which have contributed to the formation of the discipline in the last two centuries: the conception military-style Prussian dell'Obermann, psychomotor French, sporting bodies matrix of English, and the nature, the size of the hygienistic Baumann inspired Swedish. This eclecticism, real peculiarity especially in Italy, is a source of action Eugenio Enrile and Guido Giugni, who were, throughout the Second World War, leading figures in the world of the education sector and one of the founders of neo-humanism in sport pedagogy. Education is a branch of physics that deals with improving teaching through 'the mental and physical development and health of the individual and the social, having as its ultimate end the perfection of the spirit joined to that of the body. In the book of Eugenio Enrile, "The fundamental principles of physical education" we rediscover the fundamental principles of motor skills and in which the degree in physical education is the protagonist. Recalling the book Enrile you want to emphasize what you need and what you search for the proper development and education practice sport, whatever sport it is, especially at the youth level. We propose to follow the introduction of the book and the section on physical skills educator: "When we say that the gym is only affects the physical, we forget that the muscle can only work through the involvement of the nervous system which forward as the psyche has "programmed" "The fundamental principles of physical education" by virtue of a requirement: there is a continuity between mental activity and physical activity which is expressed by motor activity. So it is that educational movement (be it educational, preventive, adapted) is no longer the usual gymnastics based only on muscle and joint mechanisms, most suitable in a passive mobilization or a purely passive exercise or physical therapy, but it is a 'motor activity purely fisioeducativa where learning leads to improvement of the movement through the perceptive activity, through the discovery and

organization of the stimuli through a thought activity. Through it, the person comes to a situation of acquisition of the shares, which characterizes the conscious activity and transforms gymnastics task, because the teacher provides functional movement, the year in which the movement is not so much in the observable outcome outwardly as in the process that leads to the result, then it is not to teach a mechanical movement, but to convey the skills to do the learning content action, a complex process of synthesis links between afferent and efferent convergence. In this way we would get psycho-motor development of the individual, as "not only passively react to incoming information but creates intentions, forms plans and programs of his actions, enhances the performance and adjusts the motor behavior so that complies with the plans and programs, and finally checks the conscious action, compares the effects of its action with the original intentions and correct any error that has been made "... idem It may be noted that the result is an action which, in turn, with such characteristics is summarized in a wealth that allows operational in combination mechanical-formal a minimum expenditure of energy and a maximum of it in thought linked to the solution of the task that requires that action which will buy and qualitative characteristics of consciousness by virtue of sensations, sensitivity, forms of perception and representation. Finally, we can define the correlation between the various figures who work with the teacher, in fact, as the indivisible trinity psyche-nervous system-mechanical device is the indivisible trinity educator-rehabilitator-rehabilitator who in their integration allow the person skilled or disabled, relearn and rebuild the functions and motor activity.

Skills

Educator. Too often, by convention, the degree in Physical Education in the school, has been called "the professor jumps" or the professor "-nothing", because of lack of commitment in the profession without remembering that the same professional from the school, was must put in a corner and in a position of not being able to express their knowledge, on the contrary, has always expressed outside of the school structure. In fact, it would be enough to take all the treaties of physical education, motor activities, sports activities and also rehabilitative, any text that speaks of movement, from 100 years now, to find in it, as the author, a graduate education physics, or an expert in motion, or, last but not least, a graduate in physical education. It 'important to remember that these authors, the Comisso to Ciammaroni to Pivetta, the Muzzarelli, are the ones who have created a new type of exercise, namely: utilitarian exercise, bodybuilder, remedy, respiratory, preventive, gymnastics, psychomotor, the paramorfismo, the paradismorfismo, posture, rehabilitation, assisted by experts from the medical culture of the movement which Delitala, Descovich, De Toni, Graziadei, Putti, Sorrentino, Tatafiore, Virno, Cavelli.

In the past, specifically the 1950s and 1970s, when he was still in Italy there was no category of specialists who are interested in movement and motor skills, graduates ISEF took care of all the people and all kinds of diverseabilità (year 50), Then, to use of other categories (70) that had to be put in the context of various physical activities, the exclusivity physical educator was boycotted by other professionals, who, by dint of believing the motor and the drive their right to have finally acquired by adverse possession and the political weakness of the professors of gymnastics and also because, in the eyes of the usual suspects, the physical educator in the course of his studies was just gymnastics. And this ugly appointed physical educators took her for a long time trying, unsuccessfully, to take it off despite off in the last twenty years the situation has changed. No one seems to have noticed the passage of quality that has taken place and no recrimination loudly that the drive for tradition, culture, studies must return into the hands physical educator, now a graduate in Physical Education, because he is the expert on all the motor of social life. In fact, as history shows us, in 1968, became a first distinction of this discipline in the first instance stating that "physical education has the same purpose of general education, it tends to develop the faculties of moral, intellectual and physical, fostering a process of self briefing aimed at the conquest of a harmonious personality, complete, duly inserted in society." Then you address physical education in order to:

- predominantly organic, or for the enhancement of organic structure by means of an improvement of all physiological functions;
- predominantly educational, or aimed at developing the personal qualities of character, taking advantage of the possibilities educationally physical and motor skills, to contribute to the integral formation of the person and to prepare for life

In biological purposes within the end:

- hygienic, for the improvement and maintenance of pathological conditions;
- preventive and corrective arms, to prevent paramorphisms and dimorphisms and certain morphological and functional disharmony, ensuring the reversibility;
- compensatory and functional recovery, to compensate for physical and psychological situations due to sedentary lifestyle, unhealthy.
- aiming to possession efficiency motor, which are taken into account the characteristics of motor coordination, agility, strength, balance, motor orientation, skill, speed, strength, speed and rhythmic sensibilities, readiness,
- aesthetic for the athletic form of the body and the harmony of the muscles.

In order to fall predominantly educational purposes:

- permission, to improve the skills and technical practices of the movement in the social life expressive, to give value to the moods;
- intellectual, to revive the intellectual faculties and to improve the mental operations in the design of the movement;
- utilitarian, to improve the gesture helpful to achieving a goal;
- economic, understood as rationalization of its forces;
- social, through the collective game;
- recreation, to refresh the body physically and spiritually.

The Basics Educator: Montessori Method

It is considered important to mention a figure who has contributed to the knowledge, approach and improving the quality of life for persons with mental health problems: Maria Montessori. The Montessori method starts from the study of children with mental health problems, expanding the study of education for all children. She argued that the method used had a stimulating effect on people subnormal even when applied to the education of normal children. Her thinking identifies the child as a complete being, capable of developing creative energies and owner of the moral, that the adult has been compressed within itself, in turn making them inactive. The basic principle must be the freedom of the student, since only smooth your child's creativity already present in nature, where the discipline emerge. A disciplined individual is able to regulate itself when it is necessary to follow the rules of life and the period of childhood is a period of tremendous being a phase of life in which the child's mind absorbs the characteristics of the surrounding environment making them their own, growing by of them, in a natural and spontaneous, without having to make any effort cognitive. Montessori education with a lot of rules established in the early years of the century changed. The subnormal children were treated with respect, were organized for their educational activities and had to learn to take care of themselves and were encouraged to make their own decisions. The Montessori developed her educational thought starting from a constructive critique of scientific psychology and the misunderstanding of the basis of scientific psychology was to research in his illusion background, according to which an observation was sufficient pure and simple and a scientific measurement to create a new school, renewed and efficiently. The Montessori pedagogical thinking starts from the identifica, in fact the introduction of science in education is the first essential step in order to build objective observation of the object, where, of course, the object of observation is not the child itself, but the discovery of it in its spontaneity and authenticity. There is another criticism of Montessori compared to the traditional school child, or the fact that, in it,

the whole environment is designed to measure adult. In a well designed, the child is not at home and then in a position to act spontaneously, as the Montessori defines the child as a spiritual embryo in which the associates In the psychic development are sensitive periods, called nebulae , in which they develop special skills. In 1907 he founded in Rome the first children's home, for no more children with disabilities but to the children of the inhabitants and it is a special house not made for children but it is a children's home, ordered in such a way that they could feel really like them, in fact, the entire interior of the house is designed and proportioned to its possibilities, where the child interacts actively with the material proposed, showing concentrated, creative and willing, but, above all, is an environment to express themselves in a original and at the same time learn the fundamental aspects of community life. The teacher's task is the organization of the environment, have to wait for the children to focus on a given item, and then devote himself to the observation of individual behavior, helping the child, the development of which must be fulfilled according to the natural rhythms and according to the personality that the child demonstrates. The decisive moment in the intellectual evolution of Montessori is the discovery that the method devised to promote the intellectual life of the subnormal children worked with stimulating effects even more when applied to the education of normal children. The ideology of Montessori takes shape on the acquisition of creative energies and moral dispositions that the adult has compressed within himself and made therefore inactive.

Ideology for the Application of Knowledge Education

The sport as a culture, is a manifestation of human creativity, is an educational tool where the child and the adolescent, through play that involves spontaneity and variability, prepare gradually for sporting activities. In particular, at the level of the youth sectors of any sport, consisting of children, boys and girls who are facing a process of psychological training, cognitive, physical and social, the technical and organizational structures are characterized, in different ways and to different degrees, free from, in relation to a choice: from competitions, in relation to an obstacle; from the competition, in relation to an opponent; by the unpredictability of the results, in relation to risk: the obstacle to be overcome, committing to the limits of endurance of fatigue, is not that the way to enjoy in the race, the victory over oneself and the opponent, which is not the enemy to win, but the partners necessary for the execution of the game, although the sport has not only a playful look, this is what should be taught, and that educators / trainers need to teach their students.

What is required to establish a suitable environment for the development, knowledge and proper understanding of any sport is the preparation of individuals assigned to manage the various categories and in contact with more or less

delicate age of the children and the pivot point is not required more than theoretical knowledge and practice of education. The first discipline that systematically studied the problems of education was education, which is divided into general education, with its focus on man as a being educable, and social pedagogy, the study of educational phenomena in the context of specific situations cultural, economic and socio-political issues. If general education is a reflection on man as a being educable, if sport is a human social and cultural value, the pedagogy of sport within the social pedagogy, noting the educational potential of sport involves promoting human through sport. The general pedagogy reflects overall on the forms and modes of education, is characterized by its size through a theoretical and epistemological educational intentionality, then examines the relationship between theory and practice, knowledge and action in action education. Social pedagogy reflects on the educational experience as socially determined and is characterized by its empirical dimension through the social impact, as a study of educational phenomena in the context of specific cultural, economic, socio-political, takes on different perspectives through a heuristic close comparison with some specific fields of knowledge such as anthropology, psychology, sociology, within the scope of so-called human sciences. Education can be understood as an act of self-conscious of speech and activity that have to do with being, the value and meaning and is certainly the result of interactions Relate art to educate than to technique. The human being by its nature educable, realizes the fullness of his humanity through education practice. The man stands at the center of pedagogical reflection, so educate means making the best of what there is in an individual. To introduce in the everyday sense of educating describe and distinguish the places of education and educational environments, which are spaces where you can learn a source of knowledge, where the person can be described as the basis of an attitude, a perspective, aspiration, where there are relationships where the criterion is the friendship of one to the next. The community is a social group characterized by a medium degree of cohesion on the basis of origins, interests and ideas, a group of people having both a face, a name and a biography and form the society, characterized by institutional relations, whose policy is justice, in which everyone is socius, politically, that is achieved by its social function. It is important to the educational environment, living space physical, psychological and social, a field of tension relationships. The educational environment for excellence is the family, the community that educates through the values of solidarity, allows you to experience spontaneous and natural, such as school or community values expressed in the know, the class as a community of learning the values expressed from various fields of knowledge. Also required is knowledge and expertise to further science education for the management of sport of any sport at the level of youth, education, or better known as the science and art of teaching, element of the specific branch of

pedagogy . Teaching is part of the educational knowledge or science education and training and the purpose of the theory of teaching is divided into two areas: the continuous improvement of teaching and continuous improvement of learning. It can be said that the teaching, such as the transmission of knowledge and experience with which you teach someone, or what a person or a situation teaches. make the best possible experience, and, more generally, to learn something to someone. In essence, learning is understood as an intellectual process by which the individual acquires knowledge relatively permanent changes in behavior that occur experience or better, you can say that there is learning when an individual manifests a new behavior, which is maintained over time. We must, in our opinion, to teach children, young people, teaching them the peace of mind, then give, in our small way, contribute to create a new culture of sport, to save the beauty, too often undermined, nowadays by factors that distort its true values, which are still largely unknown: how and end up in the 'important to appreciate the value of the winner, the beauty and the effectiveness of his action, recognize the merits of the defeated, his tenacity and virtue, to safeguard the right to be wrong, trust teammates, help and be helped to recognize, accept and even love our personal limitations. In this case, the sport has acquired a high educational value, is, from this point of view, a gym, a training ground for life to learn to be together, ready to rejoice with those who rejoice and share the discomfort with those who are trying in that moment where you try to make real community spirit, a gym where no matter win. In fact it 'beautiful and rewarding and you should always give our best to achieve the goal, but if you lose, honor the winners, which were best, and to the losers, who have given up if'.

Children and Sport: What to Teach

Conclusion

Sports for children, carried out in an appropriate manner, it is like an open window to the discovery of pleasure from the movements, the effort, the download of tensions. Playing the child feels alive and that's why the game is the very life of the child. Through proper activities for each age group will build that baggage motor, technical and tactical which was previously acquired almost entirely by the boy through the spontaneous play. The task is surely to train the players, ie, individuals who will seek through the game first, the development of all the components of personality. This path is certainly not short but provides constant improvements gradually and great patience. In the objective to reach a first part concerns the preschool age group in which the main objective is to improve the motor performance which is believed to be determined by the development of motor skills and the development of personality. The instructor in this age group should be able to make an assessment

of motor development of the child so that you can then build a teaching plan that will finalize the improvement of those items that have not yet been acquired. The proposed activities will mainly have a playful because the child has a real need to play. The game will create a positive environment in which our student may, with great motivation, express their creative potential, through the game the instructor can achieve their goals in terms of development of motor skills, aimed at the introduction of first targets technical sports related to the sport, without preventing a parallel development of the child's personality. The objectives which apply to school age, are aimed at improving motor activity and the introduction and gradual method, through play and fun-sport exercises, learning the fundamentals of each sport specific technical proposal.

In particular for the pupils of the last years it will tend to seek an optimum sports performance. The factors that influence the sports performance can be identified principally in:

Acquired motor skills: to enrich the motor of the children by giving them opportunities for further executive changes.

Motor skills: motor or the potential available in the individual. Are available to all individuals and allow in different ways to structure and refine motor skills.

Motor Skills sports: actions that have been consolidated through repetition and partly automated and do not require for their execution the conscious intervention of the will. Motor skills sports are nothing but the various technical elements characteristic of each sport.

Tactical skills: the set of behaviors aimed optimal use of their skills in relation to the characteristics of the opponent and to the work of the game.

Personality: consists of several areas, each of which has its own structure, its own rhythm and its own evolutionary dynamic functional. The process of education is the full development of the personality.

Structural factors (anthropometric measures - biological maturation): influence athletic performance as well as the anthropometric measurements that biological development can make it more or less effective.

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