

SOME BASIC ELEMENTS FOR A POSSIBLE CLASSIFICATION OF MOTOR ACTIVITIES

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Review paper

Abstract

This theoretical research identifies some useful elements for a possible classification of motor and sports activities regarding to: their specific purposes, the environment, the type of participation and the choice of practice. Because of the great variety and systemic complexity that characterizes motor and sports activities the aim is not only to define categories able to describe and recognize motor and sports activities but also to identify the most suitable research approach to the study of motor and sports activities according to specific peculiarities that characterize every single one of them. The research was carried out through a review of literature about classifications of motor and sports activities regarding the above mentioned variables. In literature were found some relevant and satisfying inclusion criteria functional to the aim of research. The results have provided some useful elements to create a classification as a framework to facilitate research studies aimed to investigate on motor and sports practices.

Key words: motor activities, sports, classification, environment, purposes, participation, choice of practices

Introduction

The terms "motor activity" and "sport" are often used to represent different phenomena and practices, reduced to a single and indistinct meaning that is mistakenly used in the common parlance of our times.

Essentially all motor activities, because of the diversity of their shapes and the plurality of the contexts where they can be performed, are considered a system more than just a category requiring a classification able to provide a "mapping" that summarizes the conceptual meaning of "motor" and "sport". Classifications, other than defining categories able to describe and recognize motor and sports activities, can also help to identify most suitable research approaches to the study of motor and sports activities according to specific peculiarities that characterize every single one of them. The motor activities, as macro-category that also includes "sport" can be classified starting from the evaluation of their specific purposes, the environments, the type of participation and choice of the practice.

Aim

The aim of this research is to describe some useful elements for a possible classification of motor and sports activities about the following variables: purposes, environments, type of participation and the choice of practice.

Methods

A review of literature was conducted to carry out a theoretical research about a possible classification of motor and sports activities considering the above mentioned variables. In literature were found relevant and satisfying inclusion criteria functional to the aim of research.

Discussion

1) Motor activities, regarding their specific purposes, can be classified into:

- Educational activities, referred to both motor and sports activities whose aim is to educate the person through the body. They are performed in educational-training contexts such as schools. Of course, these activities are shaped on the educational needs of the person and are also the mirror of the organizational, educational and managerial system of the educational institutions. At the same time they are influenced by (the) implicit or explicit referential theoretical models of the teacher and by his/her teaching skills and methodology. Motor-sports activities for educational purposes require also a mutual sharing that is capable to integrate them harmonically into a training project. The activities must be functional to all school activities as well.

- Integrative activities, that are a sub-category of the educational ones, aimed at the integration of disabled people within the educational contexts through the motor and/or sport activities.

- Re-educational activities that, in a common manner of speaking, often summarize two different categories: the first one has a health matrix while the second one has an educational matrix. In the first case a simplified language sometimes mistakes the meaning of *re-education* overlapping it with that of *rehabilitation*, meaning the re-education as the professional action intended to foster, through training techniques, methods and typical tools of the health sector, the recovery of different abilities of the subject, helping to restore the conditions of autonomy, essential for its full performance. The true meaning of re-educational activities is indeed the ability to reintroduce the person in an educational-training path through motor or sports experiences.

The goal is, therefore, to re-educate through motor activities, no longer regarded as expressions and forms of teaching, but as original and effective learning environments, alternative to traditional educational contexts.

- Inclusive Activities are those activities aimed to promote the inclusion of different cultures, traditions, ethnicities, languages and lifestyles through movement and sports experiences. They are directed to persons such as immigrants who risk the social exclusion. These activities are promoted by public institutions, by private persons and citizens engaged in promoting social inclusion and intercultural initiatives through motor activities.

- Adaptive activities mean all forms of movement that must be adapted to "special" needs and that allow the motor practice at each stage of life and in the presence of specific physical and mental condition. These activities are therefore aimed at modeling the movement and its practices to the specific objectives of the person in the presence of a deficit during the natural organic and functional decay generated by the aging. Rehabilitative activities, used in the presence of temporary or permanent deficits or disorders, are aimed to the full restoration or partial restoration of some abilities. They are physical activities of a therapeutic nature which have always a health matrix.

- Compensative Activities, to be considered as a subcategory of movement activities for rehabilitation of which they have the same characteristics, are mainly aimed at the building "other skills" with vicarious functions. Preventive activities, referring to movement activities, aimed at preventing the onset or degeneration of diseases. They refer to practices aimed to remove the causes that threaten the psycho-physical integrity, through physical or sports activities. Sedentary lifestyle can create such hypokinetic syndromes by promoting the increase of adipose tissue and early involution of articular structures, reducing the effectiveness and efficiency of the muscle apparatus. -Preventive activities can be aimed to limit the possible consequences of a deficit and processes of degeneration potentially autonomous from the impairment and the specific disorder. The flat feet due to the overweight, for example, is the result of significant weight increase that the arch of the foot cannot endure and so it reduces itself. The cause of this degenerative phenomenon is therefore the "body burden" and not a malformation of the foot, musculo-ligamentous deficiencies, and defects of the body's scheme or bad posture. In this case, the effects can be prevented removing the cause. In the presence of a disability, preventive movement activities have many characteristics that are similar to the compensatory motor activities, as they reduce the risk that a deficit can produce effects even in other functions not strictly related to it. A blind person, for example, has no perceptual preconditions and static and dynamic conditions that prevent a possible postural balance, but his/her disharmonious interaction with the environment and his/her inadequate knowledge of his/her own

body can affect the quality of its body attitudes, generating paramorphism.

Preventive activities can, therefore, be considered both of health matrix and education as well as integrative matrix.

- Performative activities are related to those activities aimed at improving movement performance. All sports and some motor activities may be considered as performative activities. Performative physical activities are aimed at improving the physical condition as a whole or at developing some kind of conditional, coordinative or specific articular skills. The sport in all its forms is based on performative requirements; it is focused on the qualitative and quantitative growth of aimed movements and on the conditions that determine the action. These activities have a predominantly technical matrix that needs the integration of some aspects of health and education matrix.

- Recreational activities, related to motor or sports activities which are aimed at creating a moment of active recovery and recreation in specific contexts that can be coded or not. They are characterized by the flexibility of time, the rules and procedures for the preparation that are all committed to a person or a group, often in the absence of persons engaged in the control or punitive actions and without specific constraints. These activities depend on the different cultural features of the participants, their traditions, the contexts they belong to, their lifestyles and past experiences and sports practices.

2) Motor and sports activities in relation to specific environment in which they are practiced can be classified into:

- green spaces;
- sea;
- plains;
- mountains;
- watercourses;
- lakes;
- beaches;
- green parks;
- Others movement activities that are considered "no sports activities" in the natural environment are characterized by the absence of rules and are distinct from sports because they are not competitive and do not refer to national and international organizations regulated by the International Olympic Committee.
- Sports activities in the natural environment characterized by the adoption of regulations and by the need to finalize the practice to competition and to improve performance.

They can be classified into:

- Sports in natural aquatic environment (fishing and diving, canoeing, kayaking, sailing, rowing, etc.);
- Sports in the wild mountains (skiing, climbing, etc.);
- Sports on natural sand (beach volleyball, beach soccer, etc.);
- Sports in the wild country (jogging, orienteering, etc.).

2.1. The movement activities in open spaces are movement and sports activities that take place in coded and no coded places.

a) Movement and sports activities in open and not coded spaces include the practice of athletic training or movement in open spaces derived from changes in the environment or urban areas or from their full utilization through the use of

- squares;
- roads;
- courtyards;
- the stands of a stadium;
- the terrace of a palace.

b) Movement activities in open coded spaces are all collector activities carried out in with a constant cyclic, occasional or sporadic frequency in:

- swimming pools;
- sports fields;
- athletics tracks;
- velodromes;
- stages of ascent;
- artificial lakes.

c) Sports activities in open coded spaces are practiced in:

- swimming pools;
- artificial lakes;
- athletics tracks;
- velodromes;
- football fields;
- golf courses;
- cricket grounds;
- rugby fields,
- baseball stadiums;
- tennis courts;
- tamburello tennis;
- polo fields;
- racetracks;
- trails and fields for riding;
- fields for canoe polo;
- not covered volleyball, basketball, handball playing fields, football soccer fields with 5 or 8 players.

2.2 Motor activities and sports, in relation to the type of participation can be divided into:

a) Individual movement activities, including all activities that require a work program for the individual player;

b) Group motor activities, involving the participation of several people who may operate individually or in pairs within the group or in pairs and subgroups. The team movement activities are a subcategory of group activities, and differ from them for the specific structure of the activity which is playful and with a specific purpose.

c) Individual sports activities are disciplines that require an individual competition of the person with other people. Some sports have variables that make them competitive teams (relays, fencing races, gymnastics etc.).

d) Team Sports activities, representing all sports in which the outcome of the competition depends on the sum of the components of the group. They are distinguished in: Team sports without interaction among groups, in which every athlete does not interact with other team members, but with his personal performance gives a contribution to the overall result of the group (gymnastics, fencing, diving, swimming, etc..) Team sports activities with selective and exclusive interaction among groups, where there is only one contact that occurs through a specific object and that contributes to the outcome and success of the performance (athletics relays, etc.). Team sports with a great group interaction, in which each team member can interact with all the other members of his team (football, basketball, volleyball, rugby).

2.3. Motor and sports activities related to the choice of commitment and practice can be classified into:

a) Sports and motor recreational activities, including all movement activities that do not involve the competition.

- Motor activities are all recreational, even if during their performance they can provide specific moments of playful competition or a competition not regulated by federal or association rules.

- Recreational sports activities are those that only require a systematic practice and flexible competitive forms that do not necessarily meet regulatory models of single sports disciplines.

b) Amateur sports activities, where athletes are not professionals with a contract, even if they receive some forms of refund and compensation that allow them to have time to train and to receive awards in relation to achieved sporting results. The amateur activities are regulated by the sports federations that establish the bonds of this type of activity that includes all disciplines and associations recognized by the International Olympic Committee.

c) Professional sports, in which the athlete is a professional with a contract and the regulations of its sports discipline are specific and reflect their organizations (leagues, international associations, etc.). In many cases, some sports can be divided into professional and amateur categories (football, boxing, etc.).

Conclusion

The provided classification of motor and sports activities may represent a theoretical framework helping to identify most suited scientific approaches for researches on motor and sports activities according to specific peculiarities that characterize every single category of them.

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NEKI TEMELJNI ELEMENTI MOGUĆE KLASIFIKACIJE MOTORIČKIH AKTIVNOSTI

Sažetak

Ovo teorijsko istraživanje otkriva neke korisne elemente za moguću klasifikaciju motoričkih i sportskih aktivnosti zahvaljujući: njihovoj specifičnoj svrsi, okruženju, načinu sudjelovanja i izboru prakse. Zbog brojnosti varijacija i sustavnoj složenosti koje karakteriziraju motoričke i sportske aktivnosti cilj nije samo definiranje kategorija koje mogu opisati i prepoznati motoričke i sportske aktivnosti već također identifikacija najpogodniji istraživački pristup studiji motoričkih i sportskih aktivnosti zahvaljujući specifičnostima koje označavaju svaku od njih. Istraživanje je provedeno kroz pregled literature o klasifikaciji motoričkih i sportskih aktivnosti uvažavajući spomenute parametre. U literaturi se može pronaći neke važne i zadovoljavajuće kriterije uključivanja funkcionalne s ciljem rada. Rezultati su pokazali neke korisne elemente za kreiranje klasifikacije kao okvira za održavanje istraživanja usmjerenih na ispitivanje motoričke i sportske prakse.

Ključne riječi: motorika, sport, klasifikacija, okruženje, svrha, sudjelovanje, praktični izbor

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