

THE MOTOR LITERACY TEACHING: A PROPOSAL FOR VALID EDUCATIONAL AND TEACHING BODILY AND PSYCHOLOGICAL GROWTH OF THE INDIVIDUAL

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Review paper

Abstract

The concept of learning "model" in education-motor is similar to the process of Modelling in NLP (Neuro Linguistic Programming) which promotes the ability to influence behaviour patterns through neurological processes resulting from a use of language that these mechanisms are only transferred in the field of motor resulting in forms of learning that we find in design situations related to our field of research which precisely Literacy Motor. The objectives of proper physical activity should stimulate reflection in relation to the techniques of sequential design and monitoring in the education and training of the individual mobility from a young age already. The contents and functions of these proposals cannot be separated from issues related to education motor according to age and the context of reference, media and materials are available and finally the impact factor generated by the direct experience of the subjects involved. The pilot project "Literacy motor" in the Primary School - Directions to the organization of motor activity in primary school, promoted and wanted by the Minister of Education Mr Gelmini, started earlier this year and has scholastic 2009-2010 CONI seen as involving the organizer responsible for this project, the Presidency of the Council of Ministers and the contribution of the Italian Paralympic Committee. Everything converges in a single priority: the safety and prevention, healthy lifestyle, health and wellness. In this way they have been achieved milestones in the development of skills at the end of primary school. The details and the positivity of the data resulting from surveys made clear continuation of experience also allowed the start of this school year 2010-2011 with a possible implementation involving time in new school buildings.

Key words: motor, modelling, motor intelligence, meta-cognitive, emotional needs, emotions

Introduction

The movement is a "basic need", as in Maslow's Motivation and personality, and you then need to educate the primary motivations which springs from the game as play and recreation and crucial stage of psychomotor development which is associated with a kind of competitive pressure as a stimulus to compete with itself and become a master of interior and exterior spaces. These motivations are secondary reasons, not least, psychobiological factors that aim to restore balance and neurodynamic related to the processes of growth and socio-cultural factors, such as sense of belonging and satisfaction as a process of cognitive stimulation and stimulation amygdale seat of our emotions. Motivation encourages potential and quality of 'self-efficacy "which is essential because it leads to greater belief in their own capacity and to strengthen that belief as an end and value added. The dynamics that are triggered by the claim itself and the social context and also know their limits but also leads to greater autonomy and emerge stronger and insecure. When engaging learning opportunities in education and motor must be created learning opportunities for "modelling" usually consist of various phases such as attention and observation of behaviour to be learned leading to the selection of information, retention and representation of patterns of action in response to changing circumstances, the production and translation into action, monitoring results against

the model, and finally on the ground that is made of direct incentives, incentives and vicars auto-incentives and must belong to all , children and young people, adults, elderly, disabled and other groups. The concept of learning "model" in education-motor is similar to the process of Modelling in NLP (Neuro Linguistic Programming) which promotes the ability to influence behaviour patterns through neurological processes resulting from a use of language that these mechanisms are only transferred in the field of motor resulting in forms of learning that we find in design situations related to our field of research which precisely Literacy Motor.

Objectives

The basic objective is to "enable" all individuals to participate in regular physical activity throughout the life span. Enhance and promote physical activity as a means of recreation, sports, therapeutic, expressive and well-being. In International Symposium A.P.A. organized every two years at the international level, focusing on movement, physical activity and sport, it gives particular emphasis to the interests and abilities of the individuals who live physically limited: disabled, sick or elderly. The acronym A.P.A. has become over time a general term used throughout the world to identify cross-disciplinary area of knowledge: physical education activities, recreation, dance, sports, fitness, and rehabilitation

for individuals with obstacles, regardless of age or over the business cycle of life. The objectives of proper physical activity should stimulate reflection in relation to the techniques of sequential design and monitoring in the education and training of the individual mobility from a young age already. Stimulating proposals for strategies based on the development of motor intelligence purposes such as training and using the right tools to give priority to the socio-emotional motor education. The contents and functions of these proposals cannot be separated from issues related to education motor according to age and the context of reference, resources and materials available, and finally to the impact factor generated by the direct experience of the subjects involved. In fact the realization of an integrated system involving the body responsible for education, vocational training, to employment services, companies, associations and local realities, and that it is able to guarantee the right to education and learning for all throughout life, is today one of the most important challenges for the developed countries. In this context, physical education, safe reference practices related physical and mental efficiency, welfare, food hygiene and beauty treatments, must be a cornerstone of non-formal human being. The individual will learn and the diversity of the training are the preconditions for the practical implementation and success of education and training. It is necessary to strengthen not only the supply but also the demand for training, especially against those who cannot benefit from educational training facilities. Just think of the elderly, the disabled or those who come from difficult living conditions and marginalized. Everyone should have the opportunity to follow without any restrictions, training courses to be chosen, without being obliged to comply with predetermined fees to meet specific targets. This means that education and training systems must adapt to the needs of the individual and not vice versa. Furthermore, the creation of better conditions of life cannot be separated by a policy of individual development on the intellectual, emotional, physical, so that you can lead a life of personal satisfaction in the small social group to make the reference and its positive contribution to life economic, political and social life of the wider community which it belongs. It 'should therefore expand the functions of communication teaching deepening relational activities also based on non-verbal languages like Chinese and proxemic styles and their performances. The body, as the addressee of practices involving the use of progressive learning and educational care (physical fitness, beauty care and hygiene, psychological well-being and pleasure, drives, competitive spirit) is one of the specific issues of education and lifelong learning, which 'until the individual becomes aware of it in adulthood. The biological growth, getting older, is on the development of the organism and its potential and is regulated by laws almost unchanged and is the basis of every educational process: a starting point and a cooling in relation to the share of education. It covers both the body and the psyche which accrue in

accordance with their rhythms and arrangements, which we inform the human biology, physical anthropology, medicine, and must be carefully studied by pedagogy and andragogy to move by themselves or with them in its processes of educational intervention. Education is indeed a unitary process, but is produced by the integration of "a lot of education", each targeted at different aspects of the subject and various forms of social activity. In relation to personal development education is to articulate in some major areas: education body, or physical, for the care of the body, affective education, intellectual education, social education and vocational education. The development of intelligence as motor training purposes arises multiple underlying objectives. The first goal is education essentially made the observation, study and research, the second objective is to observe metacognitive his mind to work by becoming aware of what you think of how you think and how we come to think of it, the third objective nature of training needed to clarify the size of its design life, the fourth objective of motivation helps to perceive themselves as being able to learn, to grow, to decide, taking the dimension of desire, the fifth objective heuristic / explanatory is expression of the need to describe and give meaning to their past actions and present a view of a possible future, and finally you get to reach an ultimate goal that we can define transformations. The instrument is the general development of intelligence; the tool is on the development of intelligence motor.

Methods

The intervention strategy we are going to deepen, as the project proposal, is the literacy language and culture of the motor. The timing of follow-up through the course of life. The educational development embodies the desire to learn about combining a sufficiently broad general knowledge with the opportunity to work on a small number of concepts and also means learning to learn, so as to benefit from the opportunities offered by education in of life. To learn how to do in order to acquire not only professional skill, but also more broadly, the competence to deal with many situations and work in a team creating the opportunity to experience formal and involving study and work. This is the right channel to learn to live together by developing an understanding of others and an appreciation of interdependence, joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace. So they built their own particular personality to learn to be and act with a growing capacity for autonomy, discretion, and personal responsibility. In this regard, education must not neglect any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills. E 'was now abandoned the idea of a single intelligence in terms of IQ and it has gone to the theory of multiple intelligences H. Gardner for the training of the individual would provide various types of intelligence including:

logical-mathematical intelligence, spatial intelligence, kinaesthetic intelligence, linguistic intelligence, existential intelligence, intelligence personnel and intelligence Music. All humans possess these intelligences, but each individual has unique personality and temperament that are different profiles of intelligences. Needs analysis and results a brief summary of some interesting sources for the analysis of the application. Studies and Documents of the Annals of Education, Citizenship n.91 student and school autonomy, in Part Three, Section 3.5. The physical and psychological health promotion and addiction prevention in schools. Health promotion: a) they have shown the value prior to the underlying educational processes; b) contributed to the translation of knowledge into lifestyle choices and catered for, making the disciplinary values in terms of planning, self-esteem, exchange, dialogue, setting conflict, constructive sharing of standards, awareness, sense of belonging and a spirit of hospitality. 3.2 The paragraph from the same source the body, physical education, the game - regardless of educational proposals which may be different and numerous, it is important to achieve the goal of feeling your body and live consciously in all its possibilities of movement and expression. The man at all times and circumstances and shall enter the world of others through the body, sending several messages that are intrinsically linked to the evolution of thought and speech and motor that allows him to express himself, his ideas, emotions and moods. The physical education, sport and physical education, contributes to the individual growth thanks to the peculiarities of its disciplinary objectives that need to respond to social aggregate, to the psychological needs of the conquest of their own development and identity, the emotional needs of living intense emotions and repeatable. It is well known that all disciplines that contribute to the formation of the pupil through, above all, accentuate the irreplaceable experience of the group. The physical education more than other offers opportunity to experience moments to gather and meet with others with greater emotional involvement, it becomes easier to create favourable conditions to test and stimulate other forms of communication. Within this context, it is important to offer both activities designed to promote awareness of their bodies and self-expression and activities conducive to the emergence of the personal respect for others. In the draft reform of initial vocational training, Reform 6, councillor in charge of the Campania Region, 1999, states verbatim: "physical education, traditionally not covered in the curriculum of vocational training, however, is significant from the educational point of view is located outside of the curriculum and carry through a bonus that you may also have 6 hours per week of sporting activity to be spent in agreement with structures in the area.

Discussion

We believe that the literacy project is a concrete example Motor and innovative design learning

activities useful for motor growth path of the child becomes an adult with awareness of the positive social impact that a proper physical education produces. In fact, preventive action on the main diseases caused by a sedentary lifestyle and a physical activity is useful not suitable to nourish the hope of social progress for all Western countries. The pilot project "Literacy Motor" Primary School - Directions to the organization of motor activity in primary school, promoted and wanted by the Minister of Education Mr Gelmini, started earlier this year and has scolastico2009-2010 CONI seen as involving the organizer responsible for this project, the Presidency of the Council of Ministers and the contribution of the Italian Paralympic Committee. The presentation to the Supervisors took place at the Faculty of Kinesiology, University of Verona, and has provided a schedule with key strategic directions that indicate the objectives just outlined, which is to develop a pilot project in school year 2009-2010 for the definition of a basic program for the Motor literacy in primary school in the period 2010-2013 to be implemented throughout the national territory and in all classes of primary school. It 'been exposed to the strategy where the teacher holder was accompanied by a curriculum on time "consultant" with the aim of supporting students in achieving goals for the development of motor skills, through a proposed guideline, prepared in accordance with ministry guidelines for the curriculum. The rules said they planned interventions Motor literacy activities offered in two hours a week in the pilot project that lasted four months (February-Maggio2010) for a total of 30 hours and the school next to the ' throughout the school year, with a presentation total of 50 hours per year. The resources were provided by CONI through provisions made available by the Ministry of Economy. Protagonists were pupils, teachers and experts and consultants have been involved in various ways: school administrators, families, administrators, physical education, technical coordinators CONI, University, SRDS (Regional School of Sport). As for the timing of the pilot project took place in October planning, planning in November to December-January and training from February to May has implemented the execution, monitoring and regulation of the three-year plan. The experience involved a total of 31 provinces, 100 supervisors, 986 experts, 1100 plexuses of 700 Schools, 9000 classes, 230,000 students and took place in about 246,000 hours of overall activity. The learning objectives, achieved through learning-educational preparatory courses varied for each class of membership and consistent with the stages of physical, mental and emotional child, were addressed and focused on the knowledge of the body and its perceptual functions, the movement of body and its relation to space and time, body language as expressive mode of communication, gaming, sports, rules and fair play. Everything converges in a single priority: the safety and prevention, healthy lifestyle, health and wellness. In this way they have been achieved milestones in the development of skills at the end of primary school.

Students have gained greater self-awareness by listening and observing one's own body, mastery of movement patterns and posture, knowing how to adapt to spatial and temporal variability. They used body language and motor to communicate and express their moods through drama and musical-rhythmic experiences. They experimented with a variety of experiences that allow you to know and appreciate many different sports and in simplified form and progressively more complex, different gestures techniques. They moved into the school and living in accordance with certain criteria for safety for themselves and others. They also recognized some basic principles of psycho-physical well-being related to body care and a proper diet and managed to include within the various games and sports opportunities for the value and importance of obeying the rules in the knowledge that the fairness and mutual respect are essential aspects in the life of each experience to promote recreational and sporting experiences cognitive, social, cultural and emotional. Physical activity is a basic fundamental contribution to the educational process that places the child / person at the center of educational and is made in accordance with ministry guidelines for the Curriculum, through motor experiences appropriate proposals with a structured programming in a way that facilitate the achievement of targets through a process that takes into account the learning objectives stated. The motor experience must brand them as "positive experience", emphasizing the ability to make the pupil, and above all must be done as an activity that does not discriminate, not boring, does not select, allowing all pupils the widest possible participation in respect of the many differences. The child is placed so the center of the educational process and that is why the analysis of monitoring have been highlighted substantial improvements in motor skills of children involved in the project and were as good as the feedback from families and school staff with rates of appreciation Over 90% of respondents. The monitoring has read the life of each student about his ideas, his way of approaching a task is in terms of emotional and motivational, the path of learning by each, the effectiveness of teaching, ability to change from time to time the trail to meet changes and needs of pupils. And it was through this that highlights the need to find ways and resources internal to the school to meet the children and to detect and

activate the resources in the area that could contribute in a positive sense, all this in a shared location with the families. Therefore, monitoring is an effective tool to assess intended as an act to know, understand, change, improve and innovate. Included were distributed good kit of sports equipment for each school complex consisting of bags with small tools for motor activity consisting of basic modular wheels, headset and goggles, cones, foam rubber balls, a mat, coloured ropes, hooks, a stopwatch , rods, tubes, a meter, and finally the coloured bricks. The details and the positivity of the data resulting from surveys made clear continuation of experience also allowed the start of this school year 2010-2011 with a possible implementation involving time in new school buildings and new people in charge of it.

Conclusions

The methodological proposal put in these terms facilitates learning by using a system of mediators: to work by creating a complex learning environment that support cooperation between people who grow up together. Combines the needs of children and those of adults, showing off both and allowing a shift from the grounds to self-motivation. In conclusion allows a shift from animation to an organization that provides independent testing for children and the establishment of a good connective structure. The other key element is the social competence consists in the conquest of autonomy, the ability to relate to others. Every child must learn to form a positive attitude toward himself and then built relation positively with others. Self-esteem implies a degree of stability and emotional serenity and develops creativity. It is based on the recognition that every individual is unique, with special skills and sentiments that differentiate it from others, but under general similarities. If these characteristics will be positively recognized by the significant adults and judged worthy of respect, every child will develop self-confidence. You will then make the most of everything that can go it alone, sending a positive assessment on the engagement, their attempts, although need of suggestions and corrections. To obtain a classroom climate that enhances the capabilities of each will not need to accentuate the stress of competition and using the instrument of integrating background.

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DOSLOVNO MOTORIČKO PODUČAVANJE: PRIJEDLOG ZA VALIDNU EDUKACIJU I PODUČAVANJE TJELESNOG I PSIHOLOŠKOG RASTA POJEDINCA

Sažetak

Koncept učenja modela u motorici je sličan procesu modeliranja neuro-lingvističkih programa koji omogućavaju sposobnost utjecaja obrazaca ponašanja kroz neurološke procese koji rezultiraju iz korištenja jezika u oblikovanju situacija, pa su samo ovi mehanizmi transferirani u motoričko polje što proizvodi oblike učenja koje nalazimo u dizajniranju situacija povezanih s našim područjem istraživanja tj. doslovno motoričkim. Ciljevi odgovarajuće tjelesne aktivnosti trebaju stimulirati refleksije u odnosu na tehnike sekvencijalnog dizajna u edukaciji i treningu i to praćenja individualne mobilnostiveć od najmlađih dana. Sadržaj i funkcija ovih prijedloga ne mogu se odvojiti od ishoda povezanog s učenjem motorike sukladno uzrastu i kontekstu reference, medija i raspoloživog materijala, i konačno faktora utjecaja generiranog iz direktnog iskustva uključenog subjekta. Pilot project "Literacy motor" u osnovnoj školi, započet je ranije ove godine. Sve konvergira jednom prioritetu: sigurnost i prevencija, zdravi životni stil, zdravlje i wellness. Na ovaj način, oni postaju puzokaz u razvoju vještina na kraju osnovne škole. Detalji i pozitivnost podataka proizašli iz ankete predstavljaju čisti nastavak iskustva i također dopuštaju početak šk.g. 2011-2011 s mogućom implementacijom uključujući boravak u novoj školskoj zgradi.

Key words: motorika, modeli, motorna inteligencija, meta-kognicija, emocionalne-potrebe, emocije

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