

The Educational and Pedagogical Significance of Movement Games in Athletics

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ABSTRACT

The educational role of sport in the various socio-relational contexts is now an internationally consolidated reality; however, in the Italian school context, especially at primary level, sports activity still does not have the possibility to express all its pedagogical potential. In this regard, this research work aims at proving the ability to develop indispensable skills for a complete growth of children, through a pedagogical experimental project in the field of motor-sports education at school level. This research work involves a heterogeneous class of a primary school, and was carried out within a limited period of time during school hours. Its outcomes confirm the basic hypothesis, and are proposed as a solid basis for future studies in experimental pedagogy applied to the field of motor and sports sciences.

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Primary school plays a very important role in stimulating the learning of basic values and skills for the current and future training of young learners. In this context, it is essential to find experimental solutions capable of making the educational and didactic strategy more effective and efficient (Ascione, Di Palma & Napolitano, 2018; Bailey, 2005; Di Palma, Rosa & Ascione, 2019). To this purpose, this research work analyses the effects of an experimental pedagogical program in the field of motor and sports sciences, which is mainly based on the playful aspect, and makes use of the fairy tales tool to increase children's educational level, both in didactic and social terms. Everything starts from the story of a fairy tale, a magical place of fantasy, where one meets characters, animals and unknown places. The child is captured by the narration, and hence the animated path begins expression, play, movement and relationship with the group are its main ingredients. Through storytelling and motor and sports activities carried out in specifically designed playful paths, we will try to create "magical" opportunities for the acquisition of basic motor schemes. The playful world of fairy tales is that experimental pedagogical place where all living beings are on the same level, and through which new mutual relationships arise with particular rules, set out by the feeling and ingenuity of children. The teacher's attitude was participatory, leading the children to discover the rules for playing together, listening, not getting hurt and putting things back in their place. Children was encouraged to act, reflect on their own actions and experience themselves in relation to others; moreover, they became aware of their own body, and movement was their first learning factor: searching for something, discovering, playing, jumping and running to school was sources of well-being and psycho-physical balance. Body actions will make experience pleasant emotions and sensations of relaxation and tension; they will allow experiencing the potential of one's own physicality, by developing, at the same time, the awareness of the risks of uncontrolled movements (Ascione, Di Palma & Rosa, 2018; Di Palma, Ascione & Napolitano, 2018; Napolitano, Ascione & Di Palma, 2018). Children played with their own bodies, communicate, express themselves through mimics, put themselves to the test, and even in these ways, they was able to perceive the completeness of their own self, consolidating autonomy and emotional confidence. The class was made up of eighteen children, ten of whom were girls

and eight were boys. In addition, a child suffered from total lack of sight in both eyes and his binocular perimetric residual was below 3%. For this reason, the student was undergoing a therapeutic path at a clinic, which saw him engaged once a month in school hours; during the planning of the activities, this aspect was taken into account. The blind student, who would later be identified as 1M, would build an image through the touch and the hearing, and therefore would acquire images of the analytical and syncretic world by using a tactile-hearing memory. There was no synthesis phase automatically provided by sight, so he had difficulties in abstracting and generalizing. The direct experience for 1M is always basic, since it allows developing the reference images of what must be learnt. The teacher was aware of the difficulties resulting from the sight problem; this helped him better understand the student's limits and potentialities, thus avoiding incurring attitudes of overprotection or excessive expectations. In the same way, the student's family could have developed an excessive sense of protection, so it was adequately informed about the organizational and operational modalities of the project. In the practical execution of the activities, the class teacher was helped by the supporting teacher, who guided 1M by promoting the knowledge for exploration. Taking into account 1M's medical-oculistic certification, its Functional Diagnosis and IEP, the project we proposed paid particular attention to the creation of a motor learning path that could have allowed everyone expressing his own potential, taking care to respect the specific disability of the child and build a positive and meaningful interpersonal relationship, in which any type of learning possibility would have become concrete. Objectives

- Coordinating and using different motor schemes combined with each other, by exploring their possibilities of motor and gestural language.
- Recognizing executive rhythms and temporal sequences of motor actions, knowing how to organize one's own movement in space in relation to oneself, objects and others.
- Participating actively in the various forms of game, including competitions, by teaming up with others.
- Respecting the rules of the games proposed.

Goals for competence development

- Recognizing the signals and rhythms of one's own body. • Enjoying movement and experiencing postural and motor patterns, applying them in individual and group games, even by using small tools and being able to adapt them to environmental situations, both at school and outdoors.
- Controlling gesture performance, assessing risk, interacting with others in games of movement, music and expressive communication.
- Developing awareness of one's own body, motor coordination, and psycho-physical balance.

Place The "Fiabe in movimento" (Moving Fairy Tales) project took place at a kindergarten. Spaces The proposed activities took place partly in the gymnasium of the school, and partly in the classroom of the section under analysis. In addition, the garden outside the school was used too. Timing The project had a total duration of twenty hours, divided into ten weeks, with meetings of two hours each. Tools The following fairy-tale books were used in the classroom:

- ✓ Peter Pan
- ✓ The Adventures of Pinocchio
- ✓ Snow-White and the Seven Dwarfs.

In the gym students used coloured circles, cones, marker cones, rods, balls, small balls, mats, benches, sponges, baskets, tambourines, stereos, timers, laces, bands, balls of wool, player pianos, game parachutes, bowls with different materials (sand, pebbles, water, leaves, wadding), cellophane with bubbles.

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