

**THE AUTOBIOGRAPHICAL APPROACH AS A TOOL OF SELF-ASSESSMENT FOR
TEACHING SKILLS OF PRIMARY SCHOOL TEACHERS IN THE MOTOR FIELD:
THE EXPERIENCE OF CAMPANIA**

Abstract

The results of the data analysis is coherent with the theoretical framework outlined above, which gives the motor laboratory an important role in the university training of primary school future teachers opening further and necessary research perspectives. Particularly, the results of the research require further and deeper inquiries aimed to confirm the methodological and educational effectiveness of the motor-evaluation training laboratory during a degree course, able to bring out the weaknesses and limitations of certain future teachers' motor skills that are essential for an effective didactic action focused on motor activities.

Key words: *autobiographical, teaching, skills*
