PROSPECTS FOR TEACHING A NEW SCHOOL OF EDUCATION IN THE NEW CENTURY

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Review paper

Abstract

Since ancient childhood was identified as the age at which the infant, as such does not say a word, but stores all the inputs, including them, thus it is the first and the second childhood coinciding with the pre-school age. The social institution in which the child is born, it grows and develops is identified as the primary figure of the family, which first will be given the task of educating. Pestalozzi was interested a lot of family education and believed that the task of educating their children should be assigned only to the mother, who also had to start them learning, but the dismay of many scholars, was so strong that have criticized the studies pestalozziani, as it would have used the house as a school teacher and the mother would become, but not in a free teaching but had to follow a specific method, according to the author, was that ABC Pestalozzi was convinced of his pedagogy, but did not identify the educational production function that has for the formation of the child's personality, the free play, which is essential for the phase of childhood. Only with the pedagogy froebeliana will talk about pre-school education, although it will Comenius talking about Schola maternal gremii and, even if it is with him that arise pedagogy and children's institutions. These arise, however, due to the pressures of social issues and welfare, determined both by the living conditions of the workers who steps from the famous industrial revolution are institutions that are designed to give assistance to families in poverty, assistance that is offered in take care of their children.

Key words: motor, modeling, motor intelligence, cognition, emotions

Introduction

The education through play, a key step for children

In reference to childhood education models we find an interconnection of three nouns fundamental in the process of children's development: childhood, play and education. Since ancient childhood was identified as the age at which the infant, as such does not say a word, but stores all the inputs, including them, thus it is the first and the second childhood coinciding with the pre-school age. The social institution in which the child is born, it grows and develops is identified as the primary figure of the family, which first will be given the task of educating. Pestalozzi was interested a lot of family education and believed that the task of educating their children should be assigned only to the mother, who also had to start them learning, but the dismay of many scholars, was so strong that have criticized the studies pestalozziani, as it would have used the house as a school teacher and the mother would become, but not in a free teaching but had to follow a specific method, according to the author, was that ABC Pestalozzi was convinced of his pedagogy, but did not identify the educational production function that has for the formation of the child's personality, the free play, which is essential for the phase of childhood. Only with the pedagogy froebeliana will talk about pre-school education, although it will Comenius talking about Schola maternal gremii and, even if it is with him that arise pedagogy and children's institutions. These arise, however, due to the pressures of social issues and welfare, determined both by the living conditions of the workers who steps from the famous industrial revolution are institutions that are designed to give assistance to families in poverty, assistance that is offered in take care of their children. Educationalists institutes for children, indicate in Oberlin, the tutor of these environments, in fact in 1770 he instituted a Salle d'asile, where the teachers were of rural, educated by the parish priest on the sacred history and, in turn, taught children and referred them to the performance of small handicrafts. Even the work of Owen is associated to the different stages of the industrial revolution, but also his vision of institutions for children was not intended to learning, since the assistance was strongly directed to children, or rather, the children workers, due to the fact that the parents were heavily committed to working every day in factories and could not fulfill their educational task, is that Owen is credited with having initiated and directed towards a social need, identifying what was defined as a pedagogy of childhood, and as that asylum began to be organized in a more rational way, it was realized that the children could not stay still and quiet without having the possibility of recreation.

Objectives

From here, we can deduce that the pedagogy of childhood must base his or her based on two fundamental principles: a) the meaning of life experienced by the infant and b) the psychological relationship of childhood, between values, needs and substantial powers. It should be recognized that the structure of the ego which is defined through the game, previously stated by Froebel, would suffer the differentiations than adults, because it identified a game different from that of an adult, would be able to organize, even the structure of the ego. You used to believe that the game is purely and simply a moment of relaxation, fun especially suited to the adolescent stage of life, but several contributions pedagogical give the game a space and a precise moment in the
educational process. The game has always been seen as an activity little valued, both from the point of view of the meaning of the value attributed to it, as in a not too distant past, the analogy was game–fun, the game was the moment of recreation, leisure time that was granted before directed to more serious things or a break after hours of lessons or study. In summary, the game was composed by activity in itself and not from what he could produce and, thinking the game was given the function of compensation, or award winning, consolidation of positive behaviors, but this, he denied certainly is the actual value that the true meaning, thus losing the educational aspect. Thanks to the work of Bettelheim the game has become a benchmark in the education of children, a certain importance both as regards the educational paths of socialization, however, even if this was recognized only in theory, but it has never been practiced, much remains to be done. In fact, the game is understood in all its forms: productive individual, theatrical, technological, figurative and is given a decisive educational value in the development path that goes from childhood to adulthood. Often we say that the game has both didactic qualities, educational, therapeutic, educational and wheel balancers. In recent years these qualities have been enhanced by various studies on the educational culture and the various stages of the game was the subject of study by sociologists, philosophers, anthropologists, psychologists, but particularly by educators, which located in the game the complexity of its features and of its many aspects, we can also say that only thanks to these new perspectives, today, we are able to accept the playful activity with different eyes, not as they did a few decades ago, similar to the moments of rest and recreation, rather as a resource of thumb, full of versatility in its various manifestations.

Methods

The child, during the game, addresses the three fundamental faculties and active: that of thinking, of listening and doing, which together generate its development, therefore, as well as the first nourishment of the child, tends to increase, preserve and strengthen the life of the body. The child, playing learn to understand the world, to govern their emotions, to experience the respect of the rules, to give a value to the rules, learn, therefore, to socialize, to become autonomous, to experiment, even mistakenly, new horizons which before were unknown to him. The game can be considered as the scenario, in which the child has the opportunity to consolidate its identity, and then, the game experience is much more than a common pastime, as is spontaneous, well-established and is the medium that allows the child to deal with the environment and with whom he lives, and at the same time, discovering himself. Children love the game is the ball, as it is seen as something complete, and in it, he perceives the unity of himself, and it is in this toy that he also found, though, in addition to being, as we said, "a complete whole in itself, is an image of the unity of the universe", it can also represent many other things, such as an apple or other objects that have a conformation conducive to the ball, allowing an expansion of the small mental. The game is, because of the ease by which it is characterized, a field investigation privileged, because every time a child plays is free to express themselves, you can see many different styles, in addition to the features related to each subject. We deduce that the game could be a strong ally for the adult, whether it is the parent whether the teacher or coach, as it increases their knowledge of the child, so it helps to direct the conduct educational and teaching of the adult in a more effective and, knowing that through the recreational activity is unthinkable that children can meet the basic needs of the child, it has a chance to respond to the real needs of children and satisfaction with careful attention to those who today are to a greater extent discouraged.

In today's world, providing a child in the state to meet their own needs that tend to remain unsatisfied, would have a value with positive results, as it would tend to a redevelopment of the playful dimension as opposed to educational models ethical, social and cultural proposed, which unfortunately, are increasingly traditionalists. Not by chance Frabboni claims that the game is like some sort of remedy to the new needs of children and hence to the alienating aspects of consumer society in which we live. In fact, the form of manifestation of his inner favored by the individual child, it is the game, which, thanks to which he compares himself with, examine the surrounding environment and can express their creativity, processes the signals and information that come from it as input signals. It is wrong to understand the game as something trivial and spontaneous, because, in reality, the child turns consciously understand why those games that will allow him to reintegrate into reality at first, and later, to change it depending on the satisfaction of its unmet needs. The game, then, is a fundamental part of children's lives, in fact, those children who are not allowed to express themselves through fun activities organized or even free, in adulthood have, unfortunately, a greater tendency to be labeled as individuals oppressed by such dissatisfaction and this will be due to the fickleness of their inner self.

The teaching comes from the child himself, the most serious is that the school prefers accordance with the method, namely the fact that are proposed abstract and stereotyped patterns of learning systems. The method should be, therefore, random, unorganized, unplanned, through a single instrument, the game. We must always remember that we are talking about very small children, so any teaching must take the boy away from his main phase of its evolution, why is the game he will become the protagonist and thus raise himself in the assertion of his being. Fundamental role is that of the family and parents need to have special attention to the games of their children, as a
representation of their inner life, so that, thanks to the play, parents can discover aspects of their child, that maybe he had completely hidden. The game can be attributed to two dimensions opposite to each other: a solitary, which has a confined space is a bit 'boring, because usually the child plays with a toy that mimics some aspect of reality, and the other group, characterized by outdoor games, set according to well-defined rules and sometimes spontaneous. Thinking about the children playing, we realize how important it is, in the first and subsequent years of life, play allows him to know the space, the time and the people around him, as in the immediate aftermath will change the game and imitate something or someone, as if it was in training to become an adult. We can infer that it is as if the whole world were enclosed in a room, where anything can happen with their imagination, so here is a box that can turn into a car, the little cloak makes a super hero, and so on, then you do not need toys absolutely exorbitant, are certainly useful even small simple objects that give rise to the creativity of the child. The game between adult and child must be, therefore, that experience of relationship, special training opportunity that is achieved thanks to sharing and reciprocity, achieving a variation of the asymmetry of their training agencies, between the educator and the child. Fundamental role is that of a teacher in our times that becomes, therefore, an investigator, as they must understand what are the needs, potentials and talents of small children, but at the same time, take account of the many educational needs of the various facets of character, the unpredictability of events, the multiplicity of training. Only in this way will be able to think of more targeted training interventions by defining the light of the concept of pedagogy, a new educational profile of the teacher in the school autonomy. What has always been an unknown quantity of Education and is now the main doubt the reflection of the human sciences, namely the creation of human capital as a factor of unparalleled growth of the child, must inevitably be favored by this new image of the teacher designer, protagonist of the formation of the stars of the future.

Discussion

The prospect ludi forms for the formation of childhood. In today's contexts where the combination teaching-learning is getting more complex, especially due to the presence of different ethnic groups, it becomes necessary to identify a differentiated teaching but at the same time integrated. The prospect play in various forms for the formation of childhood, becomes an observatory of a pedagogy sui generis which is accomplished by connecting the game with learning. From the game, it follows, a large and immersive experience, and not just because, activates the subject in a very comprehensive, but it allows the subject to learn, in a natural way through the practice, and enriches their experience and skills. Another situation should not be underestimated is that the child engages in the game and have fun at the same time, uniting them in a harmonious relationship. Once detected, albeit briefly, the nature of the game as a global manifestation of the child, you can sense that both the potential and the gaming experience flow into the channel of learning. To interpret the potential to become quoted on resources to support and feed the union teaching-learning process, we must avoid feeling that the game at school is only a moment of relaxation and it is essential to begin with the distinction between: 1) free play, which is not precisely controlled, free, which is run in environments outside the classroom; 2) educational game that is recommended, however, by the teacher in the context of learning. The pedagogue Aldo Visalberghi introduced the above-mentioned concept and what it expresses through his thought is: the recreational activity that corresponds to the first type of game, ludiforme activity that is related to the second type.

According to the pedagogy visalberghiana, the recreational activity is characterized by 4 specificity: a) is binding, as this had been assumed that there is more than an emotional involvement and psycho-physical, cognitive as well; b) is continuous: consistently leads the child's life and even when this will become an adult, will continue its role; c) is progressive: renews itself, is not fixed, it is indeed a useful element to the growth affective, cognitive and relational, is used to increase knowledge and skills; d) is not functional: it provides other functions, but it is an end in itself. In the activity ludiforme while being present, however, the first three aforementioned characteristics, the purpose of the game does not coincide with the purpose of the activity, as in the educational game is consciously created, an end that is located beyond the game itself. So then these activities are "built specifically to give a shape to specific learning fun and enjoyable." Mandatory activities and habit, unfortunately, too deprive the contentment, and the child must deepen the knowledge of the world, not because it was imposed or to gain advantages, but only to satisfy their own needs and, therefore, feel satisfied.

Also agrees Mario Polito, according to which 'the game has enormous educational potential that facilitate both learning and socialization. " It is therefore necessary that every child is involved in activities and that can be expressed through creativity and his personal experiences, thus developing its capacity playful. The game, in fact, creates a sense of involvement, interest, support their social skills, restores emotions, their feelings, ideas, expands the manifestation of himself, favoring their own learning. If the school in order to train the children, directs its methodologies, neglecting other aspects of formation, such as individual, intimate, emotional, exclusively on the cognitive level, it will never, ever turn on playful learning.
The prospect ludiforme understood as the game organized and coordinated by the teacher must have certainly learning objectives and educational, but is not solely a leisure activity, as the task of the mediator, in this vision, is assigned to the teacher, who supports the student in the dissemination of concepts. THE child, it is actually free, and through the game, can make their own new concepts, but at the same time is involved both cognitively and socially, from the point of view of creative and emotional.

**Conclusions**

The prospect ludiforme implements, therefore, a context characterized by a very innovative teaching that encourages children appreciation, interest, creativity, participation, ambition, the desire to discover new things, but at the same time also gives him the opportunity to solve a series of problems together to the other. The prospect ludiforme implements, therefore, an innovative context marked by an educational institution that encourages children interest, appreciation, participation, creativity, ambition, the desire to discover new things, but at the same time also gives him the opportunity to solve the problems together with others, thus promoting social interaction, where the child is able to socialize through play and learn with other children his peers. But it is important to understand that from the perspective ludiforme, games, activities ludiformi whether or torque to be developed in small groups, there is a condition that must be met in order to achieve the common goal, and it is the interdependence. Is that necessary for every child to relate with others, to be formed a unique sequence and the employee, as a kind of necklace that every small depends on the other and this will activate the sense of responsibility.

Wanting to identify the main objectives of perspective ludiforme for the formation of childhood, we can say that the job is to encourage children to a learning guide, learning by playing and which must remain in their long-term memory. Then the teacher, according to this view, must not only know the subjects that must be taught to children, but must be able to organize various learning environments, making them rich in stimuli. He must have, in fact, some capacity, such as: a) must first encourage the teaching, enhancing cooperation, challenges and the right competitiveness, so as not to cause tension in children; b) must be able to create an environment of teaching and learning as much as calm and quiet as possible, but where they are used daily educational games, an environment in which the true protagonist of the process is the individual child; c) must be able to develop metacognitive dimension of the teaching-learning process, insisting in a manner either express or implied, for the promotion of the active participation of each child. To achieve the objectives, it is important that each activity is presented in various forms of play, in such a way as to reduce any reluctance, as long as you always remember that we are talking about education of children. This will allow the child to study and learn quietly and at the same time to be involved in the cognitive process, so as to push the desire to outdo, heading for a new challenge. The activity ludiforme, although difficult, has the right to be both satisfying and complex, satisfying. If the teacher succeeds in its intent, which is to make the children understand that the educational game is not a moment of leisure, but it is a pleasant way to acquire new concepts and experiences, both personal and social skills, then such a perspective can be definitely presented and, above all, appreciated even more puzzled by children.

**References**

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IZGLEĐI ZA POUČAVANJE NOVE ŠKOLE ZA OBRAZOVANJE U NOVOM STOLJEĆU

Sažetak
Od davnina najranije djetinjstvo je identificirano kao uzrast u kojemu dijete, kao takvo, ne govori ni riječ, ali pohranjuje sve sa ulaza, uključujući i njih, tako da se prvo i drugo djetinjstvo podudara s predškolskom dobi. Socijalna ustanova u kojoj je dijete rođeno, raste i razvija se identificira se kao primarni oblik - obitelj, koja ima prva zadaća edukacije djeteta. Pestalozzi je bio jako zainteresiran za obrazovanje u obitelji i vjeruje da je zadatak obrazovanja djece trebao biti dodijeljen samo majci, koja bi imala obvezu za početak ih učit, ali je razočaranje mnogih znanstvenika bilo tako jako da su kritizirali te studije, jer bi se koristila kuća kao škola i majka kao učitelj, ali ne u slobodnoj nastavi, već se morao slijediti određeni način. Pestalozzi je bio uvjeren u svoju pedagogiju, ali nije pronašao odgojnu funkciju iako Comenius govori o 'Schola Maternal Gremii' kad su se pojavile dječije ustanove. Javljaju se, međutim i druge ideje, s obzirom na pritiske društvenih pitanja i dobrobiti, kako bi se odredili životni uvjeti radnika koji su na korak od poznate industrijske revolucije doveli do institucija koje su dizajnirane da pružaju pomoć obiteljima, pomoć koja se nudi uz brigu o vlastitoj djeci.

Ključne riječi: motorika, modeliranje, motorička inteligencija, kognicija, emocije

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