PHYSICAL SKILLS, SPORT LEARNING AND SOCIO-AFFECTIVE EDUCATION

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Abstract
The school carries out its work of training through three fundamental aspects of the growth of the subject: the verbal and non-verbal communication, socialization, and cognitive and motor learning, which have between them an interdependent relationship. The process of building knowledge system is determined by the intertwining between components intuitive, quantitative and qualitative, under the influence of social conditioning, cultural and emotional. Formal education has always paid little attention to training the sentiments favoring the cognitive aspect of the person. This raises finally, the emphasis on the fact that appropriate affective education aims precisely to foster an ongoing dialogue between cognitive life and love life.

Key words: communication, socialization, empathy, teaching methods

Introduction
The school carries out its work of training through three fundamental aspects of the growth of the subject: the verbal and non-verbal communication, socialization, and cognitive and motor learning, which have between them an interdependent relationship. None of them, however, do without an affective component: "socialization is based on the interpersonal relationship that involves deeply affective dimension; learning has three connotations that are emotional motivation, creativity and understanding "(Rossi, 2002). Among the learning process and the affective dimension there is a deep connection because learning is always developed within a loving relationship. The process of building knowledge system is determined for each individual, intertwining between components intuitive, quantitative and qualitative, under the influence of social conditioning, cultural and emotional.

Discussion
The term affectivity means all of the affective phenomena, feelings, emotions, passions. That characterize the psychological reactions of an individual. Affectivity is the basis of human communication and its development is essential to the well-being or a discriminant of psychological maladjustment. A community qualifies as educating active when the synergy of thought and emotion, cohabitation, empathy, assonance, modulation, listening and discovery of learning to get excited by the experience and contact with the thought of his own and that of others, emotion cognitive. A dynamic community, understood in this way, surely leads to emotional attunement and interactive self-regulation, marking the best conditions for learning. The individual shape their identity through a unified process, based on the interaction between the individual dimensions of personality; affectivity full, authentic, safe, ends up inevitably exert a positive influence on other dimensions of personality: from the intellectual to the psychic and social body, thus promoting the integration of different areas delegated to itself. The theoretical foundations of socio-affective education are to be found in searches of Maslow and Rogers. From the theoretical formulation and research of Maslow there arises the question of how parents and teachers should, therefore, form a relationship with the boy to help him grow into a healthy and balanced. Learning is facilitated if it is "significant", matters deemed important by the subject and if it takes place in a supportive environment. Learning and memory are affected by other mental processes, the attention, by emotion and motivation, which affect both the quantity and the type of information to be stored (Raiola et al, 2014a; b). The student cannot be considered a taxable person to whom educational intervention, but it must be the active participant of their education and their training (Gordon 1991). So the function of the teacher is not to "give lessons" but to create situations, route learning, allowing students to operate at the physical and psychic. Another theory, from which the socio-affective education drew its principles, is Thomas Gordon, a close associate of Carl Rogers, who turning to the world of education, in his book "Effective Teachers", offers some useful methodologies in the classroom to create sound relationship between teacher and student and among students themselves through: • processes that lead the teacher to transform himself in the way of dealing with students; • teach teachers to encourage and stimulate greater responsibility in young people in their care. The climate is that Rogers: great importance is the acceptance, authenticity, empathy, proper communication in the relationship between adults and young people in order to promote self-reliance, self-control, self-discipline, creativity, developing so in the students a sense of autonomy and responsibility, as well as the ability to contribute in defining the rules that govern the life of the class.
The fundamental task of the teacher becomes that of creating a learning setting in which the choice and use of instructional strategies most appropriate to achieving the objectives of the various teaching occurs within a relationship of support and encouragement. A teacher should have a particular focus on those pupils with learning difficulties, emotional or cognitive, motor and sensory, and, therefore, should take into account the fact that the majority of students cannot meet the performance standards achieved by some of their gifted. The sensitivity to the specific needs of each individual student's ability to recognize, even to themselves, changing interests and needs of the student in relation to the different moments and the steps of its development. For example, physical activities are the foundation of all learning and accompanying personal development at every stage. Having the opportunity to experience an autonomous motor activity is fundamental in early childhood, as an opportunity for the structuring of learning and relations with the outside world. The motor activities are the foundation of all learning and accompany the individual development in all its phases (Raiola et al., 2015). The scope of education that has in itself this activity is evident, in fact, gives people with disabilities an opportunity essential to compensate for the gaps in training (Raiola, 2015a; b; c). The availability empathic implies refuse, from the teacher to read the world so self-centered and agree to be in a state of emotional nakedness, openness and willingness to questioning, of introspection and self-transformation. Educational process in Physical activity and sports has to investigate in quantitative aspects (Gaetano, 2012ab, Gaetano, Rago, 2014) and its relationship to holistic vision of human being (Raiola et al., 2015a; Raiola, 2014a; b). If, in such contexts, it also promotes trust, respect and open dialogue, the children, who study and work actively, gradually learn to, interconnect the socio-emotional and cognitive, physical and motor development. All of these implications urge to think that you will ever have homogeneous groups in a class, because no two children equally between them, and therefore the provision of individualized or personalized learning paths become even more of a need and no longer an option didactic (Altavilla, Raiola, 2014, 2015, Altavilla et al 2014, 2015). Formal education has always paid little attention to training the sentiments favoring the cognitive aspect of the person. Too often feel has been a wealth ignored, frozen, ousted, altered, so that he did not know a "caring" intentional design and tuning between emotion and cognition. Human formation is also and especially affective formation, "educate the man " is to grow the universe of feelings, live and settle their conflicts, analyze and refine their tensions, immerse yourself in a network of feelings / emotions / passions that it comes to revive and organize.

Conclusions

Being made up of mind and body with all the problems inherent in the body are mediated by the mind, and the ongoing dialogue between the inner and outer reality is through the body and the body's communication. This way of knowing, interpreting and communicating with the outside world is altered when the person has a visual impairment, triggering a series of adjustments in education and social life (Raiola, Tafuri, 2015, Raiola, Nughes, 2015, Raiola, Altavilla, 2015). Giving space to emotion in teaching / learning means innovating teaching practices and in this context have a particular importance the qualities of the teacher's personality and his professionalism, his humanity, his relational style, its emotional competence and responsibility. It is therefore particularly important to the type of communication that the teacher will establish his style and the educational experiences of relation that is able to design and implement. To achieve a truly meaningful learning the student must feel that affection is not opposed to rationality, but it is considered complex human component to be considered in his experience, rooted in cognitive behavioral in its resonances, its implications explicate in decision-making. With good reason, the emphasis is on the fact that an adequate education aimed precisely to foster an ongoing dialogue between life cognitive -motor and affective life.

References


**FIZIČKE VJEŠTINE, SPORTSKO UČENJE I DRUŠTVENO-AFEKTIVNO OBRAZOVANJE**

**Sažetak**

Škola obavlja svoj posao obuke kroz tri temeljna aspekta rasta subjekta: verbalnu i neverbalnu komunikaciju, socijalizaciju, te kognitivno i motoričko učenje, koje imaju međusobno ovisne odnose. Procес izgradnje sustava znanja određen je ispreplitanjem intuitivnih, kvantitativnih i kvalitativnih komponenti, pod utjecajem društvenog uređivanja, kulturološki i emocionalno. Formalno obrazovanje uvijek obraća slabu pozornost na trening osjećaja i pogoduje pretjerano kognitivni aspekt osobe. To otvara konacno naglasak na činjenicu da je potrebno afektivno obrazovanje id a ima za cilj upravo poticanje aktivnog dijaloga između kognitivnog i ljubavnog života.

**Ključne riječi:** komunikacije, socijalizacija, empatija, metode poučavanja

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