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Erasmus+ Programme  
of the European Union





# **MODULE 1**

## **Enhancing the educational activity of sport**

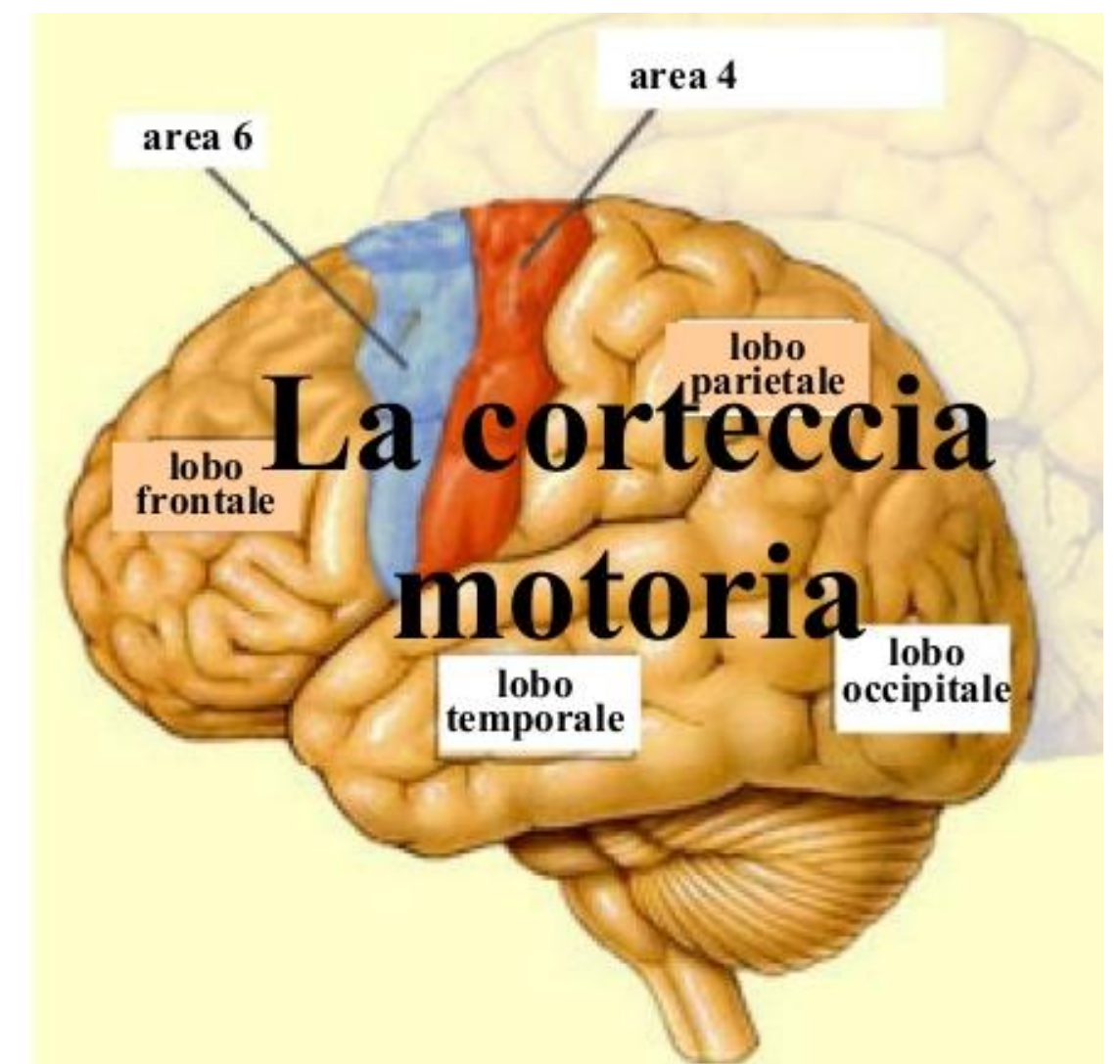
# **SEGMENT 2**

**The educational role of sport: sensory-motor and social area**

# Sensory-motor area

**The effectiveness of sport consists precisely in involving all brain systems, starting from motor activity:**

Beyond psychic and motor brains, there is a third component known as the "ASSOCIATIVE BRAIN". The associative brain includes all those areas connecting and processing sensory stimuli at a higher level in order to turn them into motor responses. This is why it is called the "associative brain of the motor system". Furthermore, these relationships between the associative, sensory and motor system have necessary to include the involvement of the limbic instinctive and emotional system, which is certainly activated at the moment of action.



The ***motor system*** in modern vision is even more deeply connected to the others as the concept of motor system has been radically changed in the last twenty years:

- Today we know that *motor system* is not merely composed of neurons carrying out or giving motor commands, but also of neurons within the central nervous system having sensory-motor functions, i.e. *sensory* and *motor aspects* are already *integrated* within the *motor system*.

- Furthermore, movement is the projection of its exact conceptual representation, which drags the emotional sphere leading to pleasure.

**Therefore, sport can express a balanced way of experiencing life and acting as a fundamental character of the development of the personality.**

# Social area

Group sports practices:

- represent a relationship model with a certain effectiveness in socially difficult conditions;
- play a significant role concerning education, as they often become much more attractive than the school itself.



This is why youth sports groups take on social patterns of behavior:

- They shape self-identity
- They significantly structure adult's personality

# The team is actually a particular social group as it requires

- to build a specific *skill* such as learning to be together,
- but asks also for *expertise* as the ability *to learn to be together* in a coordinated way, i.e. by creating a deep mutual integration allowing
  - expressing particular individual features
  - the growth of a feeling of the '*us*'.

Such interaction makes motor and sport activity not only a simple activity of the body, but also of mind as ***every gesture includes a personal relationship with the world.***

Hence, the *traditional model* must be opposed by a *constructive model* by considering sports activities as a mind activity

Body and substance, indeed, represent:

- a.the mental feeling of the
  - Physics
  - and Sensitive structure
- b.the set of knowledge and emotions we use to build our relationship with reality and with others;
- c.being in the world by living situations in their complexity and integrating with them



The group is built

- On a cognitive operation
- from a common thinking
- by an established collective performance



**CHILDREN ABANDONING SPORT IS EVIDENCE OF WHAT WE HAVE SAID SO FAR. SPORT IS OFTEN NEGLECTED BECAUSE:**

a. young people **do not meet the needs** which initially prompted them to undertake this activity:

- need to spend time with friends
- compare to others
- deal with stimulating situations to be overcome
- Have fun



b. repeating gestures and focusing exclusively in a competitive sense seem boring and unattractive

# **Keywords**

**Associative brain**

**Team**

**Skill**

**Expertise**