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ABSTRACT

At the end of the 90s, the term literacy was understood not only as the ability to read and write but as a means to improve the knowledge of a subject, therefore the potential added value of interschool learning was evaluated.

Literacy has, therefore, many facets and requires intentional and evidence-based pedagogical strategies to achieve successful results. This work evaluates the effects in a primary school of teaching proposals oriented towards sport and therefore to the value of the group (no. of pupils = 109) compared to one in which traditional teaching is used (no. of pupils = 100).

Dalla fine degli anni 90 il termine alfabetizzazione viene inteso non solo come la capacità di leggere e scrivere ma come mezzo per migliorare la conoscenza di una materia, pertanto viene valutato il potenziale valore aggiunto dell'apprendimento interscolastico. L'alfabetizzazione ha, quindi, molte sfaccettature e richiede strategie pedagogiche intenzionali e basate sull'evidenza per ottenere risultati di successo.

Questo lavoro valuta gli effetti in una scuola primaria di proposte didattiche orientate allo sport e quindi al valore del gruppo (n. alunni = 109) rispetto a uno in cui viene utilizzata una didattica tradizionale (n. alunni = 100).

KEYWORDS

Physical Education; Primary School; Group; Teaching- Learning Process

Educazione fisica; Scuola primaria; Gruppo; Processo di insegnamento-apprendimento

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1. Introduction

Educational activities are particularly important because they contribute to the integral formation of the personality through the continuity of educational processes (Farné, 2024) and therefore, the continuity of the curriculum of the path that the student must follow to achieve certain educational results. In this path characterized by the continuity of the process, the importance of the moments of transition from one school grade to another, characterized by continuity in the development of the student, is emphasized. This continuity must correspond to a continuity and a processuality in the paths that accompany the life and growth of the subject both in school and in professional paths (Cosenza, 2024).

It is also necessary for teaching activities to reaffirm the relevance of the centrality of the student in the educational process (Martín-Alguacil Avedillo, 2024): the subject is the center of attention, his individuality, his learning potential, his development potential, his curiosity, his motivations and his interests are at the center of the curriculum, determine it and direct the direction of the growth path. Therefore, it is necessary to pay the right attention to identifying the motivations and interests that students have; the proposed activities must be evaluated and examined if congruent with factors such as motivations, curiosity and interests; aspects that stimulate students and, consequently, increase their desire to know and, at the same time, discover the "taste" of learning (Hasanah, 2023). In this way it is possible to stimulate commitment to a personal planning that allows young people to self-orient themselves towards a life project.

To achieve these results, it is certainly essential that educational activities are contextualized in situations that give young people sense and meaning of their involvement. These activities must be calibrated in living environments, in school contexts that are extremely real, so that they are the background to the major problems that are encountered and that give life to the meaning of the students' activities (Dewey, 2024). In particular, it is necessary for the school to organize and propose laboratory teaching centered on problems and their resolution, so that the students can experiment and share the interest in solving critical issues by acting and exchanging ideas: in this way, a series of procedures are highlighted to solve the projects with the commitment of the students to meet their own objectives.

By doing so, students learn that every activity, every job, must have a concrete purpose, a result that must have a usefulness. Thus, they acquire an operational procedure because they exchange experiences, ideas, collaborate together; In the school environment, the disciplines become the tools that thought uses to hypothesize activities and projects that lead to satisfactory results, perhaps to

hypothesize the resolution of any difficulties, consequently for the students it is extremely gratifying.

2. Didactic proposals: from lectures to laboratory teaching

The current historical moment in the school environment records strong changes characterized in particular by the transition from traditional teaching, which manifests itself with a strong prevalence of the frontal lesson, to a new teaching where laboratory teaching reigns (Canevaro, Ianes, 2024).

The reasons for the changes are to be found in the recognition of the values of the person, of subjectivity and, above all, in the respect of the development times of learning which are subjective (Requejo, 2024).

Chomsky has been warning us for some time: "What is important for a person, at any level, is to cultivate his or her ability to think for himself. [...] And this should be encouraged in children, from toddlers through high school. After all, it doesn't really matter what you learn, as it's important to be able to learn what matters to you [because you are capable of learning what matters to you]" (Robichaud, 2013).

In this sense, therefore, we can move from the logic of teaching, which saw the centrality of the teacher who explained the lesson to the student who listened to it and learned passively, to the logic of learning and therefore to the centrality of the subject who learns according to his own motivations, his own curiosity, and his own interests, so that everything happens according to his own learning rhythms and according to his own learning styles (Fantozzi, 2024). As far as the mode of learning is concerned, it is important to highlight its evolution: it can be said that there is no longer a linear learning style, congruent with a simplicity of society and experiences, therefore with a linearity of experiences; Today there is a reticular learning style, congruent with the complexity and simultaneity of the stimuli that are received from a complex society (Muhammad, Qi, Wu, Ahmad, 2024).

A further reason for the change in place is also given by the importance that is given to the participation of the family, that is, to that pact of co-responsibility that school operators establish with the families of the pupils, with which a form of respect is created that determines the cultural identity of the individual, the student and in general the group to which the student belongs (D'Addelfio, Costanza, 2024).

These dynamics are certainly present within any group, and it is for this reason that it is possible to assert that through the group it is possible to further enhance the sense of belonging of the student to the school (group).

All this is necessary to guarantee all pupils equal opportunities (Kodelja, 2024), whatever their gender, ethnicity, religion, personal condition or ethical training.

This is why it is possible to speak of active citizenship that the student, the future citizen, develops thanks to the right and duty to education and training that society guarantees to young people (Balzano, 2024). It is necessary to consolidate the cultural logical passage that transforms the need for training with the right to training, embodied in the young citizen (Meirieu, 2022).

To enhance a teaching-learning process that takes into account the potential of the student, it is necessary to use a type of teaching that is motivating. In this regard, laboratory teaching implies passing the frontal lesson; the new way of doing school so much so that it could be defined as renewed and therefore congruent with the complexity and richness of the stimuli that come to the student from the external environment, which turns out to be externally varied (Kammasch, Bruchmüller, Frye, 2021).

It is no longer possible to propose a didactic offer characterized by the atony of the frontal lesson, in which students often have no opportunity to interact, discuss or communicate, where the exchange of ideas and communication even become unacceptable behaviors by the teacher.

Where students have the sole task of passively listening to explanations trying to memorize the essential elements, a sense of frustration and uselessness is created, since communication is not congruent with what is the reticular learning style of the students. The frontal lesson must therefore be abandoned in favor of a proposal that takes into account the richness of the world and the consolidated constructivist lesson (Varisco, 2002).

Aspects such as one-way communication by the teacher and passive listening by the student are not methodologies to be favored in a school closely linked to a social context that offers varied and stimulating forms of multimedia communication, rich in multiple and reticular learning in every environment.

The school must renew its ability to be a school and must develop a didactic that is based on the search for practical educational methodologies, in particular laboratory teaching, which is centered on the solution of problems, in which the school simulates and resumes life (Guerrero Elecalde, Contreras García, Bonilla Martos, Serrano Arnáez, 2024).

The student in the classroom must experience situations that complement his experiences and knowledge, that are rich in opportunities for growth, that act as a stimulus for new ideas and experiences. Therefore, in the face of a traditional school lesson, considered monotonous by the pupils who have to listen (among other things, we invite you to reflect on whether children today are educated to listen as in past generations, since they live above all a communicative dimension

based on the visualization of the image), the "new school" must be preferred, in search of a different effectiveness in terms of learning methods.

Laboratory teaching in the school becomes the activity thanks to which students meet and discover the disciplines in a new way.

Furthermore, by stumbling upon a series of probable problems, students could ask themselves a series of questions (how does this phenomenon work? how does that other phenomenon work? what determined this fact? what are the consequences of this fact? etc.) that would in any case lead the answers back to the code of the disciplines of study.

In this way, a cascade effect is stimulated whereby questions arise from problems, questions give rise to the search for answers, and finally the answers are disciplinary knowledge which, with this method, is traced back to the environment in which one finds oneself operating (Mithans, Zurc, Ivanuš Grmek, 2024).

In this way, the student encounters the disciplines of study in the context of his daily life, reconstructs them through experience and, finally, reorganizes them according to the logical and epistemological dimensions of the disciplines themselves and according to disciplinary languages.

3. The importance of the group in the learning process

Lewin defines the group as a field and therefore as a form that is much more than the sum of the elements that are part of it (Lewin, 1947), so it is not simply the sum of individuals.

Furthermore, Lewin defines the concept of field understood as the environment in which one is immersed from a social point of view that has additional potentialities to the individual in his singularity, and only when a field is created do these properties emerge and it does not matter who the individuals who are part of it are because when you go to analyze you have to evaluate the properties of this field not those of individuals. Mutatis mutandis, the group also becomes what emerges from the forces of the field in which it is in turn inserted: the group-field is the result of the field; therefore, the subject is also the result of the social field (Lewin, 1947).

Any group has its own characteristics that do not depend directly on the interacting subjects, therefore, it can be defined as an organism with its own values and beliefs (just think, for example, of a religious group understood not as the sum of the religiosity of the individual members, but as something more, which lives on its own beliefs and values). In fact, it is possible for subjects to enter and leave a group without undermining the basic patterns and processes of the group itself, which has become an organism that lives with assumptions that are no longer given by the contribution of the individual (Lewin, 1947).

The group must be understood as a reality that amplifies, changes and possesses its own emotions, values and beliefs of the subjects who are part of it. From this point of view, every movement is, therefore, conceived with a behavior, in other words every behavior within the group moves/modifies the group itself, therefore, forces the group to move from one psychological direction to another.

It should be pointed out that just as for an individual locomotion is given by the needs and the overall forces that push, hold or move him at that moment (Wahba, Bridwell, 1976), the same thing happens for the group that is subjected both to the force of modification given by its members, and to the conditioning of the social environment which, at the same time, it modifies each individual.

This means that any stimulus for the individual is dictated by needs, both at the individual level and at the group level; The need is always the passage from one psychological region to another on the basis of valences, which can be positive, in the case of an attractive power, or negative, in the case of a rejection power. In any case, every positive or negative valence generates a change, a passage from one sensation to another, new needs that have the ability to "structure" the locomotion (and therefore the change) of the individual. As in the individual, the same dynamic is exercised in the group, with the difference that we do not speak of a need for the individual, but of the need for survival of the group.

In the 1930s, Lewin introduced the concept of social climate, or even group atmosphere, with which he wanted to indicate all the psycho-social conditions that are created in groups (Lewin, Lippitt, White, 1939). This concept today is defined as the climate of an organization, understood as a group of work colleagues, an open social system or a vital world that lives through people but transcends at the level of purpose.

With the definition of the field of the group, Lewin wants to define that set of relationships and communications in a group and the atmosphere is what emerges from the relationships and communications. It is important to remember that Lewin provides two definitions of the field that reflect both the social aspect and that of psychological problems. He defines the field as a set of binaries made up of individuals who perceive themselves as more or less interdependent. Therefore, when one no longer has the perception of oneself (in the group) with respect to interdependence, the desire for change of the group arises (Marsick, Spennati, 2024). Therefore, the group can be defined as a fundamental entity for one's own growth and therefore the confirmation of one's self.

A fundamental aspect within a group is social comparison understood as the ability to improve both individual and group performance (Hysa, 2024). So social influence develops from the effect generated by a community, so those who are part of it,

inevitably, have to suffer its rules. The majority of the group tends to condition the individual, who in most cases will tend to conform with the others.

It should be pointed out that in some cases the minority manages to act on the latent internal divisions of the group, making them explicit and ensuring that starting from them and from the conflict that is generated, new rules can emerge to be implemented in the group itself.

Finally, it should be noted that within the group what is called the phenomenon of normalization can occur, i.e. a process that involves negotiation by the members of the group in favor of a decision of common agreement, often associated with a renunciation of their personal initial opinions (Wu, He, 2018). The effects of this phenomenon are often negative because they often do not produce changes but stasis, avoiding discussion that could instead generate positive reworkings of the final positions favoring more creative ideas.

4. Experimental research protocol description

This work was conducted in the 2023/2024 school year and involved a primary school in Bari for a total of 209 pupils of heterogeneous ages between 8 and 10 years.

The research activity investigated the trend of learners' school and motor-sports performance from a quantitative point of view and from a qualitative point of view, psycho-physical and social well-being and the positive effects that they can produce on school performance were analyzed. It should be noted that the sample of 209 pupils was divided into two groups: a control group (no. of pupils = 100) on which a type of traditional teaching is mainly used, while on the experimental group (no. of pupils = 109) sport-oriented teaching proposals are used, therefore aimed at giving value to the group.

As far as pupils are concerned, a scale for the assessment of pupils' motor and sports potential (SISP) (Platvoet, Elferink-Gemser, Baker, Visscher, 2015) was used to assess their abilities before and after the intervention, structured in 6 main items (Table 1), following the principle established by Bailey and Morley (2006), according to which physical education develops five skills (psychomotor, cognitive, interpersonal, intrapersonal, creativity).

SPORTS POTENTIAL IDENTIFICATION SCALE			
ITEM		N. OF PUPILS IDENTIFIED	SKILL IDENTIFIED
1	ABILITY TO WORK		
2	SPORTS LEARNING SKILLS		
3	INTELLECTUAL CAPACITY		

4	INTERPERSONAL SKILLS		
5	CREATIVE CAPACITY		
6	MOTOR SKILLS		

Table 1: Scale for identifying sports potential proposed to pupils

It should be noted that in the experimental group there were not only the teachers, but also motor-sports experts, to improve and make the educational practice in the classroom more effective. As far as planning is concerned, the teachers of physical activity were asked to carry out a targeted observation of the classroom context and to reflect critically on the expectations that they themselves placed in the pupils. In this regard, in the experimental group, the teaching proposals were planned weekly in agreement with the other teachers of the class council and always at least one week in advance of the implementation, in order to give the possibility of making changes and being able to propose different teaching methods to the teachers.

From the survey carried out on two groups (control no. of pupils = 100 / experimental no. of pupils = 109) it emerged that:

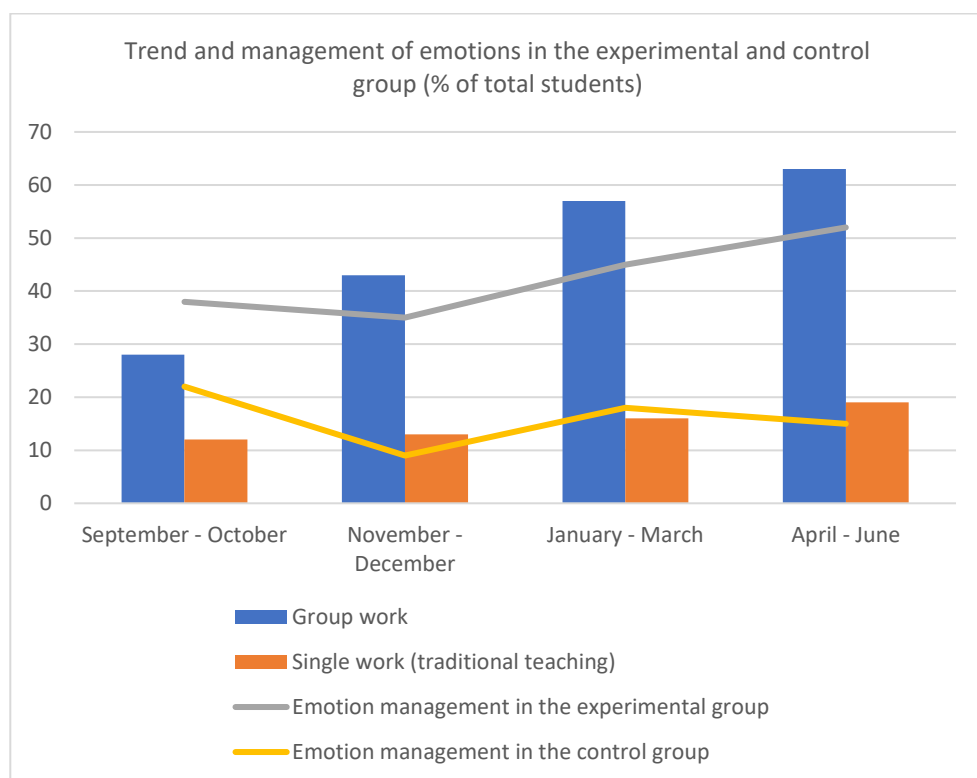


Figure 1: Analysis of emotion management skills in the experimental and control group

From the data collected, it emerges that group work during the school months involved an ever-increasing percentage of pupils (September – October = 28%, November – December = 43%, January – March = 57%, April – June = 63%), while in the control group the percentage, although increasing, did not involve a large percentage of learners (September – October = 12%, November – December = 13%, January – March = 16%, April – June = 19%), which means that through educational proposals that enhance group work, it is possible to arouse greater interest and motivation in the students. Furthermore, evaluating the ability to arouse emotions of these percentages, it can be seen that in the experimental group there is a growing trend that confirms what has been said previously about the potential of group work. Conversely, in the control group there is a trend that is not always increasing, at times uncertain, which shows that much of the ability to recognize, manage and arouse emotions depends largely on the teacher and one's own empathic skills rather than on the teaching proposals used.

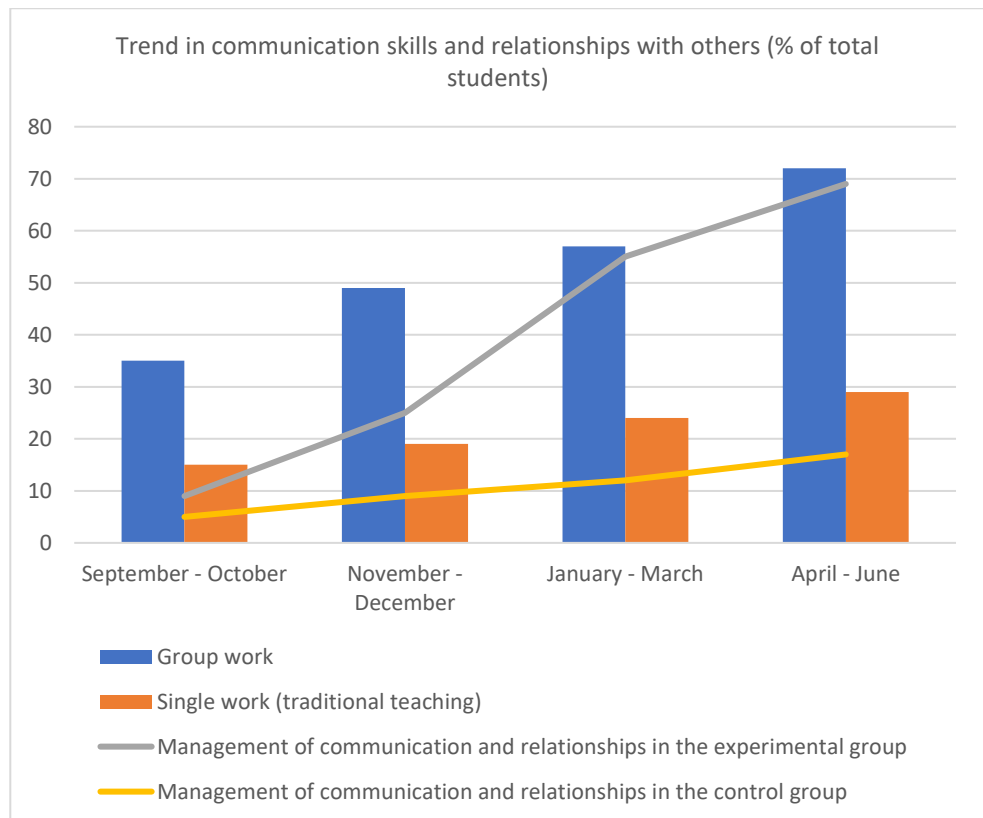


Figure 2: Analysis of the trend of communication skills and relationships with others

From the data analyzed, it can be observed that the experimental group, thanks to the greater presence of motor education and proposals calibrated more on group work, was able to involve a higher percentage of pupils (months of April-June in the experimental group = 72% while in the control group = 17%). This enormous difference between the two groups was further confirmed in the evaluation of communication and relational skills, as it is observed that at the end of the school year in the experimental group 69% of the students demonstrated that they have and know how to manage relationship and communication skills with others, an aspect that during the annual evaluations improved thanks to the presence of group work. Conversely, in the sample group, traditional teaching did not show this potential because the improvement was slight: it went from 5 percent of pupils at the beginning of the year to 17 percent.

5. Conclusions

The presence of physical education and group work in primary school proves to be an added value for the improvement of educational proposals and for the enhancement of aspects such as the psychological, socio-relational and emotional axis, as well as school performance itself.

The combination of physical education and group work in the school environment represents a possible and achievable reality that requires specific professional training based on knowledge of motor activity (Marino, 2024). With it it is possible to enhance the educational proposals, in the sense of personalizing them and therefore giving the right importance to the diversity of each student (D'Anna, Maulini, 2024).

The importance of the group emerges from the work, a glue and motivator for the students, as well as a tool capable of enhancing emotions through the communicative and relational axis. Obviously, all this takes place through the "guidance" of motor education and the expert in this discipline who knows how to design an educational intervention with the methods to propose it to the students. All this highlights the importance of physical education as a catalyst for the development of skills present both in the learning setting and in real life.

It is only in this way that the school institution can correct the obsolete teaching-learning methodologies of traditional teaching, in favor of didactic proposals characterized by a type of learning based on enrichment experiences, capable of orienting students towards their strengths and thus making them aware of their potential and abilities.

This work highlights the added value that physical education, through the enhancement of the group, is able to propose to the educational offer; Therefore,

the integration of personalized motor-sports programs within the educational plans of primary school is suggested, in order to be able to promote an educational approach that is inclusive and that is capable of enhancing, at the same time, intellectual skills as well as physical, emotional and social ones.

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