

Article

From sport to sport culture

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Abstract. The article aims to highlight how social fragmentation has produced uneven relationships between all the components that make up the socio-educational framework of the children. The purpose of this article is, in fact, precisely to contribute to a systemic rereading where the science of pedagogy is combined with the educational value of the science of sport and its operational methodology. For this to happen, it is necessary to offer, as a vision of perspective, the conviction, now belonging to the common heritage of knowledge, of the assumption of an educational line by technicians, which outlines new socio-pedagogical frontiers based on three fundamental terms: work networking between educational components; the structuring of a relational framework based on the idea of welcoming community; the enhancement of the concept of "solidarity" in pedagogical and social relations.

Keywords: Social fragmentation, social youth education, educational pedagogic value, sport value

The current situation presents a framework in which social fragmentation has produced relational differences between all the components of a system that has gradually witnessed the dissolution of the family framework and then those of other community contexts such as the school dimension and the socialization dimension among equals¹.

Unfortunately, this representation of reality corresponds to an analysis that starts from a descriptive story of some decades ago. The sixties and seventies brought the pillars of the bourgeois system into crisis, creating the conditions for a systemic organization that had many cracks.

The role of woman, her economic autonomy, her relationship independence constitutes the epicenter of a revolutionary condition that has overturned, also from an educational point of view, the sense of social organization of previous generations². Certainly it would be not only reductive, but even ungenerous and incorrect to bring the epicenter of the modification of the post-industrial system to the "new role of the female figure". There are many other reasons that led to the systemic crisis of values. The hedonistic phenomenon of the eighties can be identified as a further starting point for reflection on changes in parental roles. The function of the male figure is, today, very different from the past. Sharing the educational path should be the natural result of a process. Unfortunately, the exasperation of individualistic needs has slowed all this down. Fathers and mothers do not correspond to what is hypothesized by the collective imagination³.

Often basic hedonism postpones their commitment to the assumption of a friendly character, sometimes not very productive in the relationship with their children. The assumption of these considerations belongs to a sociological reflection, in some ways by now dated.

The purpose of this article is, in fact, precisely to contribute to a systemic rereading where the science of pedagogy is combined with the educational value of the science of sport⁴ and its operational methodology. For this to happen, it is necessary to offer, as a vision of perspective, the conviction, now belonging to the common heritage of knowledge, of the assumption of an educational line by technicians, which outlines new socio-pedagogical frontiers based on three fundamental terms: work networking between educational components; the structuring of a relational framework based on the idea of welcoming community; the enhancement of the concept of "solidarity" in pedagogical and social relations.

A significant preliminary assumption is necessarily to be referred to some contents taken from "The educational challenge" (by the "Committee for the cultural project of the CEI"), elaborated by Monsignor Camillo Ruini (Sassuolo, 19 February 1931, cardinal and Italian Catholic Archbishop) within the cultural project of the CEI. The first of them is linked to the idea of the "promise of educational continuity" that parents make to their children "in bringing them into the world". According to Cardinal Ruini, education needs at the base of an elementary experience of positivity, of simple and good relationships, in which esteem for man is tangible, the passion of his journey and his labor, the strong hope in his resources. A second food for thought regards, according to this significant volume of the CEI, the concept of "reception" according to which what is exercised in the educational relationship can only take place by supporting the "sense of overabundance of existence", with a view to reaction that allows to say that existence is "good thing". An important pedagogical framework, on which to develop the "relational skills" of the various components of the sports world, which we want to deal with, emphasizing the fundamental value in which the concept of "freedom" is assumed.

In this perspective of growth, freedom, therefore, is born engaged with the path of research of intelligence and desire, for which it is both choice and responsibility. Education always remains a matter of freedom to choose, constantly committed to arousing "other freedom and new responsibility".

Of absolute importance is the belief that the "substance of education" is not a technique for producing something in someone, but an "act to activate the capacity for action in others".

The setting of method of educational action is therefore based on the idea of constant involvement and discussion, valid in all collective contexts and, of course, also and above all in the sports dimension.

The current challenge appears to be to offer continuity solutions to the damage produced in the modification of the basic social conditions, caused, in the last decades, by the immoderate recourse to technologies, to the compulsive purchasing need which, in fact seem to want to replace the action and human thought.

The consumer society has the ability to confuse the sense of "normal human relationship". The reference, to remain in the highest sphere of the semantic dimension, is inevitably addressed to the genius of a central character for the culture of the word of the twentieth century: Noam Chomsky (East Oak Lane, Philadelphia, Pennsylvania, United States on December 7, 1928, is the last of the planetary anarchists), especially as regards the critical analysis of the role of the mass media in society. In the book "The Power of the Media"⁵, with the essay "Creeping Fascism", he says: "In a totalitarian state it doesn't matter what people think, because the government can control it by force using weapons. But when you can't control people by force, you have to control what people think, and the typical tool to do this is propaganda."

In defining the reasons that have contributed to changing the social framework of human relationships, in addition to the media conditioning of social power, a binding aspect of the evolution of relationships with the other is represented by the new configuration of the family structure. For a long time, especially after the great "revolution of manners" triggered by the student movement in the sixties and seventies of last century, modern sociology, one that refers to people like Peter Berger (Peter L. Berger (Vienna, 17 March 1929 - Brookline , 27 June 2017, he was an Austrian naturalized American sociologist and theologian), he expanded the contents of the primordial considerations on the new position of the family in the post-industrial and post-capitalist social system, which had been expressed by charismatic figures such as Ronald Laing⁶ (Glasgow, 7 October 1927 - Saint-Tropez, 23 August 1989, was a Scottish psychiatrist who wrote extensively on mental illness, especially psychosis) and David Cooper⁷ (Cape Town, 1931 - Paris, 1986) was a theoretical and South African psychiatrist leader of the movement for anti-psychiatry).

The authors of "The death of the family" and "The divided ego" had highlighted the overcoming of the role of the family placed in expressive areas where bourgeois knowledge had been widely questioned by a movement that, at the basis of its ideological position, he had put control of his emotional drives especially in the daily action of women. Many literary works, from Francis Scott Key Fitzgerald (Saint Paul, September 24, 1896 - Los Angeles, December 21, 1940, was an American writer and screenwriter, author of novels and short stories) to John Steinbeck (Salinas, February 27, 1902 - New York, 20 December 1968, was one of the best known American writers of the twentieth century, author of numerous novels, short stories and short stories), they had told of the overcoming of the rural conception of the family. Hollywood cinema, generally an indicator of changes in new social relationships, could not remain indifferent to the references of underground culture that had reversed the roles of wife-husband, mother-father, in the social organization of the family.

Easy Rider's America that had brought the new generation of actors who embodied the idea of counterculture to international attention, by Jack Nicholson (Neptune City, April 22, 1937, is an

American actor, director, screenwriter and film producer) at Dennis Hopper (Dodge City, May 17, 1936 - Los Angeles, May 29, 2010, was an American actor, director and screenwriter), is a specific example of how the classical and static society of the Southern States had been shocked by the suggestions that the Flower Power culture and Californian West Coast culture had produced.

In Italy characters such as Luchino Visconti and above all Pier Paolo Pasolini had put the bourgeois society of that era into crisis. A film like "Theorem" had dictated the new indications on the role of the individual members of the family.

In this socio-cultural examination it is clear that the entry on the scene of a "woman" inserted in the world of work, able to finally separate, to decide, not to bring her creature into the world, to be able to report her rapist, it had completely overturned the rituals of an obsolete society unable to face new changes.

In the analysis of the inductive reasons for social changes in the current family system, the radical changed sense of belonging, attributable to the different working conditions of the parents who, having to submit to the new production methods, must necessarily adapt to times other than engage in the education of children and in an internal organizational reorganization adequate to the demands of the social order.

Paternal education, unlike in the past, today is delegated to new parental functions not always received as determinant and essential. The educational continuity is lacking, as indeed the intimate relationship, indispensable for the child for a healthy growth of his future relational capacity. The need therefore arises to integrate this context with other educational services existing within the "community". Society, institutions and childhood culture are called to take on their responsibilities, looking at the relationship with the family not as a marginal aspect, but as a decisive commitment to the quality of the services themselves.

Educational action⁸ places the operator in relationship with the other person who asks to be educated; in the case of sport, to be educated first and then trained, but, in any case, always in the responsibility for the healthy growth of the individual assigned to him. The role of the educator requires that he accompany the person in the manner suitable for those who have in front of him, his nature, his dignity and his value. This assumption represents the educator's sense of responsibility towards the person entrusted to him: to lead him to self-fulfillment, according to the rules and customs of a true social community. The figure of the coach⁹ as an educator has a role of considerable importance in any sport, not only for the actual work he must perform in the development of the athlete's performance but, above all, for the delicate role of educator who engages him in total involvement of the person in a field of motivations, participations and emotional resonances that will influence him on the construction of the entire identity personality with himself and in the relationship with others. It should not be forgotten that the athlete is first of all a person, often very young, and it is with this figure that the coach must relate to make him grow just like a real educator would do.

His ability lies precisely in finding the best way, the privileged communication channel that allows him to empathically tune in the same wavelength of the student, enhancing it, making his unique and unrepeatable personality fully emerge, with a view to positive evolution which aims at the unconditional acceptance of the other.

The reasons for the importance of this educational role are linked to a well-defined story in the course of the life of the young person who is preparing to become a high-level athlete. Most of the young

people who are identified by talent scouts or who, however, find the way to be noticed by the companies of any sport, are often forced to leave the family at an age in which they have not yet matured their personality and therefore they have not yet found a balanced autonomous way of life. However, they inevitably need an adult reference figure to guide them in their choices and in determining their own path of moral, behavioral growth that is decisive, balanced and mature. To do this, the coach must necessarily implement a series of individual responses, but must also convey the group's social and socializing value.

The main psychological characteristics that the technician must identify in the group of their students concern their different emotional control, the different ways of managing interpersonal relationships between the members of the group and between the group and the technician himself, but above all the aspects related to motivation. Motivation represents for each athlete the reason why he has chosen a specific sport, persists in his commitment to practice it, dedicates himself to it with a certain level of intensity, nurturing different expectations from this experience.

For these reasons we want to focus on the analysis of this important educational figure which, together with the family, has a decisive role in the psycho-physical development of the young person.

This aspect is undoubtedly very important for a growing sportsman both as a being and as an agonist, but what is the relationship between athlete and coach? Is the latter just a "role"?

When a student enrolls in a course or decides to practice a sport, he relies on the teachings and experience of the technician from whom he expects a series of answers to certain needs: an adequate program, an effective climate, an objective evaluation and motivating, maximum correctness, respect for educational and sporting values, attention to one's feelings and aspirations.

It is clear, therefore, that the technician, called to perform many and different tasks, must necessarily possess professional knowledge and skills that enable him to be able to carry out effective actions.

The necessary skills can be summarily divided into three distinct categories¹⁰:

- technical skills (it is essential for the technician to master that discipline in depth, knowing the meaning and the role that technology takes on in the various sports. Technique is the final goal of teaching which takes place even before the search for the competitive result.);
- specific didactic skills (knowing how to design a didactic programming aimed at teaching the technique, which means possessing skills capable of making an entry diagnosis on the starting situation, knowing how to define achievable objectives and choosing the most suitable tools for their Being able to conduct training sessions represents an indispensable didactic competence: the choice and presentation of the different tasks / exercises to carry out, the structuring and organization of these proposals, the use of the different teaching tools, such as demonstrations, explanations, corrections, are just some of the actions that the technician must be able to do from the didactic point of view);
- general psycho-pedagogic skills (the technician's action cannot have any probability of success if it is not conducted keeping in mind some elements related to the relational aspects with the students. If knowing how to understand the difficulties of the student by recognizing emotions and feelings, keeping awareness of one's individuality is certainly an attitude that facilitates the understanding of

what athletes feel during their sporting journey, thus creating the conditions for developing a relationship of mutual trust between the technician and the student, each respecting their own role).

Therefore, in each discipline, the young person's coach / technician, with differences in the type of sport, whether team or individual, is the one who improves the sportsman's performance, but is not limited to this, also the roles he plays are numerous.

Role of technician (understood as a person), is the most obvious and immediate figure; since "technician" and "coach" are not synonyms, we will simplify the task by using the term "sports technician" which includes both. This role depends on one's own skills and also on personal experience: it is not just a matter of teaching the technical gestures, but also of preparing the training program and strategies in view of the race, as well as staying updated on the new methodologies available. Having an effective teaching methodology is essential for the human role of the technician. This seems a rather obvious observation, very often it is disregarded by many professionals who sometimes think it is sufficient to know how to play, have had competitive experiences and have a good knowledge of the technique to be able to easily transfer it to their students.

The role of educator may not seem at first glance, but this role is important and delicate. He is the one who carries out an educational action or contributes to the human growth of the person. Thus, the coach teaches, corrects, helps the development of sensorimotor intelligence, but not only, also teaches respect for the opponent, conveys the rules and values of sport and educates to be in a group. We think about how important sport is for children and adolescents and how, therefore, a coach can influence the boys' self-esteem, personality, social skills, their growth and development.

Role of leader, lead, guide, lead to achieve the set goals. It is the ability, therefore, to form a winning team, when it comes to team sports, to know your athletes, their strengths and weaknesses, in order to channel the qualities of everyone to serve the group. In this role, the psychological components enter the field and the coach must first of all know himself, his skills, his goals and then be able to transmit them to his athletes and bring them to the race. The psychological aspect and empathy have a considerable weight, much more than it appears at first glance.

The role of organizer and animator is the ability to "team up"¹¹, not only to plan activities, but also to promote the well-being of the sports group. It is also a matter of mediating the conflicts and tensions that may arise within; all this therefore implies a good evaluation and decision-making capacity, within the sphere of a responsibility of the entire sports group.

These roles, so diverse and multifaceted, make it clear how difficult the coach's job is. Each sport then needs to be refined personal qualities compared to others, but there can also be differences between genders, between coaching girls and preparing boys, between being a coach and a coach. Women's coaches, are more attentive to relationships and take better care of communication, encourage more and use more calm tones than male colleagues who are more demanding, often do not accept discussions and do not motivate enough. Both genres, however, look for basic, reference characteristics, well defined in their coach: the authority, the ability to communicate and take care of the athletes. A good relationship between athlete and coach is fundamental for the achievement of sporting successes and can be very intense and it is also very important for the overall development of the person, which is why such a role should not be done lightly. It is possible to refer to two different conceptions about the way in which the coach should carry out his / her task as trainer of athletes. The first concept, indicated with the term "production practice", pays greater attention to the achievement of the predetermined result, maximizing the technical and physiological potential of the

athlete. This method takes the form of imposing severe and intense training, in which the purpose to be achieved transcends the individual's motivations. In the second concept, the importance of a "personalized action" is emphasized, where the goal remains man and its realization. In this perspective, importance is given to motivation, psychological commitment, man-athlete rather than machine-athlete. In this case, the coach does not just deal with biomechanical facts and technical problems, but gives priority to the goals and satisfaction of the athlete as a person, as a value regardless of the result of his competitive performance. In this perspective, the coach tries to establish an authentic and empathic relationship with the athlete. For this reason it is possible to affirm that the good leader is the one who offers a conscious and organized response to the motivational needs present both in the athlete and in the team.

To be truly an educator and, at the same time, a trainer of the amalgam and the good state of psycho-physical fitness of the team, the coach must be close to each athlete also in solving problems that are outside the world of sport. The point is fundamental. In fact, the same performances in the competitions that take place depend not only on the technical, bio-mechanical and energy conditions but also on the individual and collective psychological conditions. If the boy has personal problems, he lacks the conditions to concentrate. The help of the coach¹², then, will also be directed to addressing and attempting to resolve problematic situations, which apparently disregard sporting activity but in fact condition it.

Sports can not become the only reason for living. The boy must be open to the social world and therefore to cultural activities that improve his ethical-moral qualities. The problem of self-devaluation of one's own abilities is extremely important, especially in the weaker subjects or those not yet ready for hard confrontation, who, in order to continue the arduous path of sport, need a stimulus, that stimulus that is remembered in their successes of the first stages. This success, in turn, is also linked to the work and arrival plans that the coach elaborates and proposes to the athletes. Plans that cannot fail to arise from the real faculties, qualities and conditions in general of the boy. The necessity for the technician to avoid asking for much more than his athletes can give is fundamental.

A fundamental point for us, the basis of the motivations that lead us to write and reflect on these topics, is the evolutionary element that children aged 10 to 16 live as a delicate path of their existence that will condition much of their future life path. Developmental psychology teaches us how problems, which could become deviations, arise from uncertainties and relationship imbalances. In this age group, children no longer feel like children but are not yet mature enough to decide on their own lives. In fact, on the one hand, they increasingly detach themselves from the state of dependence on parents by increasing their individual experiences, however, encountering social contexts in which they are given greater freedom to act without knowing strategies and awareness to face the difficulties of everyday life. It is therefore clear how sport can simultaneously become an instrument of escape, of fun, of affirmation, of growth. An instrument that promotes growth, including social, moral, communication, aggregation. A tool, in particular, which tends to protect the young athlete from the multiplicity of psychological inconsistencies to which he will be exposed. The representation of the importance of normality, opposed to the rites of divism, will thus become the main objective of the coach-educator. The idea of a pedagogy applied to sport must have a perspective in which the

difficulties of the young athlete's life can be addressed according to an alternative moral plan to that of the value system often proposed by professional sport. The risks of taking deviant routes for young people today are just around the corner. The concept of anomia elaborated as everyone knows by Émile Durkheim¹³ (Épinal, April 15, 1858 - Paris, November 15, 1917 was a French sociologist, anthropologist and historian of religions) continues to have its concrete value. The possession of material things remains the only way of life for many children. Reaching it, by committing deviant acts, is its logical but regrettable consequence. And this style has been repeatedly exemplified by the boys of the Parisian banlieues who, like the black boys of Detroit or Los Angeles, in the various moments of urban guerrilla, when they were interviewed by journalists, while robbing a supermarket or a large clothing store or of watches, or televisions, faced with the question "why are you doing this?", have always replied: "Because they are things that I want too". In this scenario, "living on the edge of a dream" risks being the paradigm on which most of the hopes and expectations of young people are problematized. Expectations that, in many cases, translate into "absence of dreams".

Martin Luther King expressed not only for the black people, but for all humanity, a phrase that was very similar to that inserted in the encyclical of Pope John XXIII. It, which reads "I Have dream", constitutes the invitation for all human beings to hope for a different life, in a life in which social inequalities do not produce poverty and terror. This ideal of "participation in life" and, therefore, of not "marginality" from it must represent, in sport, the unique objective of pedagogical and sporting knowledge. Young people, but more generally the consumer society, have to face a future that does not bode well. It was said in the premise of how sport can represent a social response to the temptations of the street, to the calls of crime, to "feeling different" because they are bad¹⁴. There are many examples that allow us to think how true this statement is. We have many examples to cite.

Joe Di Maggio (he was an American baseball player, also known to have been Marilyn Monroe's husband) would have made the gangster had he not become the greatest baseball player of all time. Floyd Patterson (Waco, January 4, 1935 - New Jersey, May 11, 2006), was an American boxer, a very young middleweight gold medalist at the 1952 Helsinki Olympics and world champion (Sequels, 25 October 1906 - Sequels, June 29, 1967), was a heavyweight Italian boxer, fighter and actor naturalized in 1953) between 1956 and 1962, with an interruption in 1959) and that incredible man who was and continues to be Mike Tyson, they avoided an inglorious end by meeting the right coaches, who took them off the road. In Italy it was the same thing. Starting with Primo Carnera, to continue with football players like Pasquale Bruno or the famous Antonio Cassano who, more than once, have said that sport was the only way to avoid making problematic lives. The warning we want to launch, however, through this article, is to give space to the fantasy that represents the quid pluris with which sometimes an excellent player or an excellent athlete becomes a champion. In our opinion, coaches must follow and favor the inspiration of their athletes. An old conception links the idea of creativity to unprofessional attitudes. Omar Sivori and Diego Maradona are the most classic expression of this way of thinking. Our task will be to demonstrate that to live every human being will have to be respected. For what it is and above all because his life does not become only a dream to pursue.

Reaffirming the concept: it is evident that the action of the sports technician cannot have any chance of success if it is not conducted keeping in mind some elements related to the relational aspects with the students, who remain the main actors. There can be no effective intervention unless a high level of empathy is demonstrated. Contrary to what one might believe, empathy¹⁵ is not a divine gift

or a sort of magical gift, but a mental and cultural attitude that can be developed by the technician through specific attention and motivation and which also requires commitment and continuous checks.

This, in summary, the analysis and doctrinal indications concerning a "correct interpretation of the educational function inherent in the role of coach". for this to be achieved objectively it is essential that the "Sport Pedagogy" becomes a subject of study in training courses for all types of coach, regardless of the sport. At the same time, it is essential that interest in sports also grow in the psychopedagogical field, making the studies that pertain to this specific disciplinary area rise. Mister or coach, in any case, to be successful coaches, you don't need to be Dan Peterson or Mourinho. Just be a good and honest educator.

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