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Short Commentary

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Psychology: Children Must First Know How to Read or Walk?

Costantino Mazzanobile*

Department of Mental Health of Cagliari and Medical Writer, New York University, USA

*Corresponding author: Costantino Mazzanobile, New York University, USA. Email: costantinomazzanobile@gmail.com

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Commentary

In the sports world, the end of the seventies and the eighties, were marked by a large debate, which sought to define the motor education educational tour, in order to make it clear to the whole world -didattico pedagogical, such as discipline, from a practical point of view, it was an integral part of the development of the child's personality. Lawmakers, in school curricula have always operated in order to "bring up" the physical education with equal dignity to cognitive disciplines, but in the suburbs has always been difficult to apply those programs because it has always cognitive disciplines are placed as a priority: it is better that children learn to read, to write and to come to terms, before they learn to walk, to run, to jump and if they cannot move around, and at best you can read, write.

The basic school staff know, as both psychology that modern pedagogy has now established it, that all air personality and therefore also by academic subjects must evolve in harmony and symbiosis between them: it is better for the children to read, to write and to contend, as they learn to walk, to run, to jump and, if they cannot move, it is good to stop as you stop when you cannot read, write, and riportagli to an adequate standard age considered.

Today the Education educational tour Motor is now defined and accepted both by those working in sports clubs and as the children who attend these two educational institutions are the same, the motor interventions that will activate will be those aimed at achieving the themselves the following objectives:

- 1) Institutional goal that is unified personality development
- 2) General education goal that motor development of basic motor patterns that, through the 'expansion of perceptual skills, coordinative and conditional abilities evolve in the different activities both sporting that of relational life.

The operational diversity of the two bodies (school and sports company), begins only when necessary to automate the sports techniques markedly. The didactic action therefore needs to adapt to the individual characteristics of students, to strengthen the capacity arisen, retrieve the deficit functionality and mobilize the latent potentialities. The signals in this direction are many, not least the protocol d 'agreement drawn up between the Ministry of Education and various Federations, which calls for a wider dissemination of sport in schools, targeted to a general student involvement, through actions corrected by the educational-instructional standpoint.