

PERCEPTION OF THE BODY IN MOVEMENT

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Spontaneous movement is bodily expression represented by that action that only the child can perform and no one can teach him/her, except by favouring appropriate times and spaces in which to express it. This shows us the communicative-expressive richness of the body and the importance it assumes in integral education, understood as a procedure that considers all the constituent traits of the person.

Spontaneous motor activity guarantees the personalisation of experiences, namely their adaptation to the expressible potential, in that precise evolutionary period, by every single child: a kind of qualification of the proximal development zone, where the child can really respond to educational solicitation because he/she is free to interpret the situation as he/she sees fit and is able to do.

The pedagogical system should be characterised as an offer of frameworks for work (didactic contexts or settings) within which to solicit individual exploration, to strengthen consciousness and awareness of self in action, through subjective and divergent motor behaviour.

Free exploration, in appropriately arranged didactic settings, facilitates individual involvement and respect for the needs of each child: respect for the egocentric phase, personal life, satisfaction of curiosity, facilitation of knowledge related to self and the surrounding environment.

On the other hand, nothing can be conscious if it does not pass through the personal affective life, guaranteed by spontaneous activity, namely by experiences determined by the search for the pleasure of experiencing one's body in relation to space, objects and others.

The experience is inclusive when it is subjective, when it is lived freely, distant from expected or particular performances, when the hands, legs and eyes that touch, walk and observe, find meaning not in the technique but in the cognitive-emotional life of "one's sense" of "sense of self".

The child develops his/her intelligence thanks to the sensory-motor action solicited by the curiosity of knowledge and appropriation of spaces, objects and situations chosen from those offered by the environment. The richer and more varied the environment, the more the child has the possibility to find the stimulus suited to the level of intellectual development reached in that precise evolutionary phase:

The integration between mind and body is resolved in the expression of intelligence, namely in individual and singular ways thanks to which each individual responds emotionally to the issues and to the needs, which being in the world implies at each moment¹.

Sensory-motor practice, in the zero-six age group, becomes the essential device to support the intellectual development of the child thanks to the experience from which knowledge, ability (know how) and competences (know how to be in the situation) derive. Exploration, play and manipulation are nothing more than the intelligent action of *being in relation* with the environment, concrete and visible manifestation of the body-mind unity in which the child integrates *acting what he/she thinks and thinking what he/she acts*.

The action of the body is not an addendum to activate or inhibit but it is the being itself in the world; it carries a subjective meaning, full of emotion and sensation, which may not always be understood by the adult but is firmly ingrained in the child². The recovery of the sensory-perceptive experience, as a basis for primary knowledge, is essential in the nursery school as transversal activity based on the recipient body and attributable to self-awareness and to the pleasure of movement.

¹ Cecilian A. (2015) *Corpo e movimento nella scuola dell'infanzia*. Parma: Junior Spaggiari, p.33

² Gamelli I. (2005) *Sensibili al corpo. I gesti della formazione e della cura*. Roma: Meltemi