



2010 International Tennis Symposium

How to Improve the Learning Process in Tennis

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Feuerstein has a plastic and dynamic vision of intelligence. Human learning is not only based on a direct experience, but it can also be helped and increased through a specific process called “Mediated Learning Experience”.

The main points of the presentation are

1. the notion of intelligence, modifiability and learning in Florentine theory
 2. the concept of Mediated Learning Experience (MLLE)
 3. the three golden rules
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Feuerstein’s theories and sports training: the mediation of learning in tennis

Neuroscience believes that our mind comes from complex interactions of the neurons that our brain is made of; biology believes that brain growth is guided by genes, as happens with any other human body organ. Are we then determined by genetics? And if this is not the case, which task may sports education have?

Scientists gave a very clear answer to the first question. There are no aspects of our personality strictly determined by genes, just as there are none only determined by experience. As a consequence, luckily, the game is not over.

Cognitivist approach has been giving direction and support to sport teachers for many years. Let’s bear in mind that when doing some kind of sport, we cannot ask our body to solve a problem unless we have been posed that problem earlier. Here lies the usefulness of thought.

Those who have followed past Olympic games will remember the different tactics in Marathon according to temperature and degree of humidity, as well as competitors’ behavior. Even more so in “situational sports”, such as basketball, volleyball, boxing, tennis, judo, fencing, where power of analysis and flexibility of reaction to the rival team’s action are most demanded.

The more we are aware of the learning process, the better this process works. We are not used to analyzing cognitive processes, recognizing the reasons why we reach a result. Still, this is the best way to reach a result and to be able to reach it over again.

In Reuven Feuerstein’s thought Piaget’s lessons are tied to Vygotsky’s thought, according to which in each individual there is a difference between manifest behaviors and inner resources. Each individual,

beyond what s/he is able to do, has a "Zone of Proximal Development". Education and social interactions's task is to draw from this zone and to develop it.

The Israeli psychologist bases himself on this to work out his concept of "Structural Cognitive Modifiability". Each individual, no matter his/her conditions and his/her age, is able to set on a path of improvement. Feuerstein has a plastic and dynamic vision of intelligence. Human learning is not only based on a direct experience, but it can also be helped and increased through a specific process called "Mediated Learning Experience".

The above mentioned theories could be successfully applied to disabled athletes: wheelchair tennis and Special Olympics.

The main points of the report will be

1. the notion of intelligence, modifiability and learning in Feuerstein's theory
2. the triangle Coach/Athlete/Task : the dog's point of view
3. static vision vs dynamic vision
4. the concept of Mediated Learning Experience (MLLE)
5. examples on court

Feuerstein's method is well spread around the world

- In schools for each class-group
- In case of difficulty and troubles of learning
- In cultural differences
- In talent development
- In prevention of aging
- In industry



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