In these last years the sporting practice to juvenile level represents a social phenomenon of great interest and constitutes a privileged context, inside which young people enhance an harmonic, motor, technical and psychological development. This research wants to verify how much the education and the development of the motor abilities is important (respecting the individual rhythms of the motor learning and the take-offs), before improving the executive techniques of the sport.

210 young males practicing 6 different sportive disciplines (3 individual and 3 team sports) participated in this research; they trained 2-3 times a week (90 minutes for session) and at school they were involved in 2 hours of Physical Education at week. 210 students (control group) practiced 2 hours a week of Physical Education at school and in the leisure time they only performed no structured motor activity. Each participant in the study underwent different tests twice in a year (September at the beginning of the school and the competitive activity and June at the end of the school and at the end of activity): a medical screening, a psychological questionnaire and different field tests for the principle physiological qualities (stick test and sit & reach test for flexibility, tapping and 60 m fast run for rapidity, forward throw medical-ball and long standing jump for strength of upper and lower limbs, 1200 m for endurance).

From the results obtained by the medical screening, by the performed tests and by the proposed questionnaire, the following tendencies emerge:

- trainers work few time during training sessions on the development of the motor abilities compared with the time dedicated to technique;
- in some sporting disciplines (especially individual) the analytical work aimed to obtain a too early specialization and teaching technique are preponderant. The beginning of the sporting activity is too much precocious (swimming, soccer and volleyball at 6 yr, basketball at 7 yr, track and field and karate at 8 yr) and all of this engraves notably on the drop-out;
- the drop-out often depends on the antipathy towards the trainer, from the type of practiced sport, from the defeats, from the heavy trainings that too much condition the leisure time;
- often the choice of the sporting activity is done by parents;
- to practice sport is not pleasant, because children find training sessions too hard;
- the practice of two hours of Physical Education at school doesn’t thrill, children don’t take part in Student Sporting Games because they are not interested in competition;
- some parents are more interested in sport results than their children.

The research offers very interesting data on which is the correct methodology of training to propose when children start a new sport discipline.

References
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