

193 - THE EMERGENCE OF IMAGINATION OF STUDENT IN SCHOOL FROM THE HALL OF PHYSICAL EDUCATION

¹MG. ALEJANDRO ALMONACID FIERRO

²MG. MANUEL MATUS PINOCHET

^{1,2}Universidad Autónoma de Chile – Talca

¹aalmonacidf@uautonoma.cl

²mmatusp@uautonoma.cl

CONTEXT

The analysis of major demographic characteristics of study subjects, we noted that the population of students from the Universidad Autónoma de Chile of Talca is mainly urban-based (about 80%), students are mainly from the Maule region which is categorized as one of the regions with higher levels of vulnerability (unemployment rate above 10%, essentially Agroforestry zone, low presence of industry and large corporations, youth unemployment exceeds 20%). For its part the Universidad Autónoma de Chile is a private institution with five years of presence in Talca, which has an office in Santiago and its headquarters in the city of Temuco, the University has 3,200 students in Talca (10,500 nationally) is geared to students from middle and socioeconomic status low. 44% of the students come from municipal schools, 46 subsidized private establishments and 10% come from private institutions paid.

Participating population: Students in focus groups (4 groups) configured for 10-12 students

Source: Socio-economic level preferably middle and low levels C-2 and C-3. gender: Male and Female
Problem area: Knowing the meaning and significance about PE class, possessed by students pursuing career in Physical Education Pedagogy at the Universidad Autónoma de Chile - Talca. The project aims to investigate the imagination of the young college student at the Physical Education class, namely, perception, representation, meaning and significance that have students on the Physical Education class that takes place in schools and colleges of the region mainly

METHODOLOGY

The epistemological research support was from phenomenology within the interpretive paradigm-understanding. The technique used was the focus group with a total of four interviews carried out with students from 1st, 2nd, 3rd and 4th year of the race.

Analysis and processing of information: Following the analysis of interviews and responding to an methodological expectation from the speech of the subjects interviewed, resulting from the application of the technique of investigation, we allowed the possibility of "updating a structure and social climate from interactions among individuals, (Mella 2003:214). This made it possible to develop criteria that allowed support the revealed by young researchers, encouraging depth and understanding of the phenomenon being studied.

The information obtained from the focus groups was used to understand from the subjects investigated, their own world settings, find out how others perceive the reality and possibilities to understood in the language. It also enabled deal with the complexity of the questions, hear concerns, disagreements and mutual agreements in the direction it took the conversation to topics that must be deepened.

As a central point of discussion was presented the initial question and opened the conversation about what is the imagination of young people in relation to physical education class in the school context?.

Ethical: We scheduled meetings with the participating subjects of the investigation, the meeting place were the offices of the Universidad Autónoma de Chile, Sede Talca. It was felt that the subjects were not a source of information, but people that was established some degree of familiarity to it being the best proof that passes for truth, believing that one should not try to informants as friends, nor can you expect honesty and candor on the part of the study subjects, if we do not care to be honest with them. "Human beings are not social at all times; what we are only in the dynamics of relations of mutual acceptance (Maturana 2005:77)

FINDINGS

The theoretical analysis of the information gleaned from conversations with the subjects interviewed, gave rise to four categories of analysis the imagination of young university students in relation to the research question.

1. First Category for the purposes of topic, we call 'Experiences and Conceptions of the School Physical Education class. Emerges as previous category, lifting the framework of research, located from the interpretive paradigm, which guided us to try to understand the imagination of young students about the class, from the network of meanings of the subjects themselves, in a dialogic process that unfolds from the speech of the protagonists themselves.

Students at the career of Physical Education Pedagogy at the Universidad Autónoma de Chile - Talca, consider that the physical education class who had experienced during their school, is a linear and structured class, since it is represented as follows: "I think ... I do not know, that most physical education that we had was super linear, did not care much of what was wrong with the child ... P 1 - 1:4 (379:379).

It seems that the main concern is not child's development in its multidimensionality, but rather, the class is limited to certain areas of the person, for example when students say, "But I was with the sense to the physical education class, because I loved the sport and the teacher even though I disagreed with him, sent us running, I remember once a mile down the road. I was in a school where there was a road, and sent us to run, run there! and we, who came, that was then! Well I, I liked at that moment So I see the reality of my other colleagues ... so I wanted to study physical education because I like the physical education of our body, physical education. P 1 - 1:10 (590:590)

What emerges from the narrative of students is the session characterized by the work with the body, under the dualist conception of Platon, which says "Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise insures and maintains "(Lopategui, 2002:43), later by René Descartes is claimed as presented by Fritjof Capra" In the seventeenth century René Descartes based his view of nature in the fundamental division between two fields separate and independent: that of the mind or thinking substance (res cogitans) and that of matter or extended substance (res extensa) "(Capra 2002:60), therefore the " body "is the instrument to be disciplined, in the framework of a mechanistic Physical Education. From the above, one might infer from the foregoing agreement by (Trigo, 1999) that there are present the ideology of

control and discipline their own militarized Physical Education from the early twentieth century, which is still in the imagination of some teachers and part of society. Apparently, Physical Education as a discipline is seen as education and training strongly linked to the more instrumental view of human beings, issue still occurs in the classrooms of schools and colleges of our country.

2. Second Category found, "Characteristics of the Physical Education Teacher of the School System" refers to relational encounters, interactions that were established between the teacher and learners, contradictions and approaches that gave life to his imagination lived, leaving memories who tune in daily stress their initial training in the area, as well as full of emotional memories, today evoke historical distance from to configure perceptions of meaning and matrices representing the teachers of the school system.

The young college students trying to approximate the characteristics of the physical education teacher of the school system, what they mean and represent in its images network product of the socialization process, as a teacher with qualities rather own sports training which aims sports specialization, when for example tell the following "Then I got to middle school and I had a professor who was a fan of aerobics, aerobic classes was all, all aerobic, we made a scheme to another scheme and another week then taste and ... was that he was a fan of aerobic, champions drew another school and was their fanaticism, then I had another teacher who liked to play ball, stole the ball with men to happen to us ..." Q 1 - 1:4 (1019:1019).

This gives an account of a paradigm of teacher training associated with more traditional models, typical of technical rationality as mentioned, López, Monjas and Perez (2003:40), "in Teacher Education in Physical Education is often understood as training in teaching skills, the emphasis is on teaching effectiveness and establishing many similarities and connections between physical education teacher and athletic coach or trainer "Consequently, the teacher operates in the class as if it were in the club or selection, since it replicates the domain or pedagogical models rather technical dimension, where he feels he has the skills and expertise has been some issue that is again observed when students reported: "In my experience was my teacher football fan, the selection of the city was of this high school, then I was an alien within the high school was a stranger because I was the only one who ran, then, was one of a group, always alone, then the physical education class was always football. P 1: (1123:1123)

In the imagination of young people means the teacher as someone who dominates a sport specialty and this is the preference that develops during physical education class, with the consequent discrimination, since this model class does not promote diversity and richness of the classroom. Moreover, within this same category of teacher as coach, we find a professional who does not plan and do not develop a learning process within nursing curricula of the sub sector, the voice of the students when they state: " Because I believe that teachers are given time to explain, but they seek the easiest, so I'm going to complicated to explain so much! If wiping the ball and play are happy. " Q 1: - 1:2 (94:94). From the experience of students, the teacher is not allowed to open a space for dialogue, conversation, reflection, quite paradoxical question, any time, we understood that it is the teacher who makes the formative link with the student, who invited him , hosts and accompanies them on the adventure of learning, is the model of values and principles that guide-largely-acting future of new generations. In this regard, we agree with Humberto Maturana when we specify the relevant language and talk "human beings exist in language, which is the area of consensual behavioral coordinations in which we move ...? What is the conversation? "It is the intertwining of the coordination of behavioral actions that constitute the language and emotions" (Maturana, 1997:35), therefore, the teacher should be a model part and parcel of modern times, where the question and the dialogue must be addressed in depth and wisdom, which means openness to diversity and complexity, trying to encourage reflection and debate processes, since that's where human-student and teacher-generated recursive language thrill dyeing that characterizes us and excite singled out as human beings

3. Third Category relieves those senses and perspectives on the "Attributes of the Ideal Physical Education Teacher", openness, dialogue and dilemmas experienced during physical education sessions and give reason to set the imaginary sense that students in training represent the attributes and characteristics you should possess the ideal physical education teacher, the above is not alien to their own process of initial training of teachers and their emerging approach to the school system.

In the imagination of young people there would be an ideal of physical education teacher, the students characterized as a trainee teacher who promotes human development through its educational performance, if for example say: "I had a teacher like me much as it was, teacher high school physical education and we are motivated enough, as in the emotional, his style, as both sports at the time as these things are mixed and you feel like doing physical education and also to enlist for example in football because the stressed enough in what was the football team at school and we all wanted to be there ..." P 1: - 1:1 (40:40)

In the story of young teacher stands when he is able, from emotional relationships, generate levels of motivation in students so that they feel interested in participating in the class, highly valued issue, and also associated with respect for diversity, whenever, the teacher legitimacy, integrity, calls for all students without exception, for example in the comment, "She was a physical education teacher, working with primary and secondary education in the team she was with us and we talked about values, things that are happening now, pregnancy, everything, we never excluded, we treated everyone equally, with respect ..." P 1 - 1:43 (253:253).

In this regard Sanchez (2003:51) argues that "it is of great importance that the PE teacher mindful of the dynamics of this phenomenon: the how and why his attitude toward the group helps strengthen or weaken the personal safety of learners ... educating the teacher will need to generate within its class an affective and favorable climate that allows the learner to experience the educational experience as an enriching experience. " Young people valued the teacher that creates closeness and trust and with whom they can relate from a horizontal dimension through dialogue and direction, as expressed when they relate: "In the first year, middle school (secondary), I had a teacher who was more friend, had enough confidence in me and we talked, he liked soccer a lot, and I played much football, we talked a lot, and guided me to this day I'm going to see him and talk about anything we have a good relationship ..." Q 1: - 1:3 (335:335)

What appears to appreciate the students, is precisely the relationship that emerges from the conversational dynamics within the framework of a meeting of human development that privileges and power of the human person.

4. Fourth category after "Projection of the student in training" enabled a deeper and see the visions of future, the stories-paradigms - desires of students of Physical Education in the Universidad Autónoma of Chile - Talca. Those motivations may make sense and expect them to consolidate in its future performance as teachers in the area.

When trying constructions imbued with meaning and significance with which the young people shape their world, particularly as project their formative process, we find that students reporting certain motivations, such as: "I think it is as they say break the scheme, try to make the change, finally make a change personally, because what you lived and if you're studying, you have to empathize a minute, I think that comes from the university here, to try to generate the same change personally, because if you lived it and if you are studying Physical Education is to try to do the opposite, trying to do things other than ..." Q 1: - 1:3 (49:49)

It clearly indicates an intention to do something other than what is currently the education system, comes the idea of making a change, a transformation under the initial training of teachers who are experiencing, therefore, we can connect with

raised by Fraile (2003:68) "in the field of Physical Education, Fernandez Balboa, teachers considered that the teaching performance must be modified because of the perceived trends in future society, which requires teachers of Physical Education : design a curriculum that meets these diverse heterogeneity, since humanitarian principles and liberators." The author argues that the pedagogical practice of physical education teachers should be moving from the traditional model to more phenomenological approaches and critics, creating this change and epistemological transformation, question apparently already realized that the students, all while fulfilling the need for change in the school system, innovation with which they would be committed when they relate: "Breaking paradigms, out of that routine with the teachers, there is something new, that physical education has a meaning for human beings ..." Q 1: - 1:2 (47:47). Students are placed from the subject child or younger when they want the physical education class has a sense and meaning for people, question that motivates them to study this career, as well as when they relate posed: "Why parents want their children to be engineers, who are doctors?, why not insert them in another activity?, why can not be a clown?, why do not you, because they looked bad, because that's why there to study! But if you are happy! I've always said before everything, before the money one has to be happy. My father before starting here told me: son is studying engineering, reaches higher! Management to something! I told him, that achievement to study engineering, maybe I'll make it very successful, I have lots of money, but if I do not like, I will not be happy ... P 1 - 1:6 (75:76)

Consequently, one might argue that there is a re-enchantment of humanity through teaching, leading to the educational process itself transcends physical activity, standing for example at the level of the value-related, question that rescue college students in training when they relate: "I can make a physical education class and not just pass the ball, but I can instill values, you can teach other aspects and study five years to pass a ball is as mediocre ... Q 1: - 1:33 (177:177)

THE CONTRIBUTIONS OF RESEARCH TO THE SCIENCE OF HUMAN MOVEMENT.

As part of the investigation, the Physical Education class can be transformed into a space for the development of creativity, which in turn encourages motivation by children, in this sense displaying the professor teaching emerge from the love and affection for students and from there set a new direction for the class, allowing us to bring a fresh perspective of the educational phenomenon. This new approach can connect with the Human Movement, on the understanding, a class effect, multidirectional, integrating, motivating and entertaining reports a re-look of the class, which is more complex and enriching the phenomenon, as proposed from Human Movement, as it exposes the Group of Human Movement and Symbolic Worlds (2005: 49) "In this sense, human movement synthesis must be human, while dialectic of theory and practice of imagination - the symbolism and reality, while imaginary construction that slides over the ways of social accomplishment. Indeed, collecting these motor approaches as a synthesis, Physical Education can veer toward a hermeneutic phenomenological perspective that goes beyond the Cartesian legacy. In short is in the approaches of Human Movement we find a fresh perspective of the educational phenomenon, an issue that emerges from the imagination of young people in training when they make a projection of his professional life.

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THE EMERGENCE OF IMAGINATION OF STUDENT IN SCHOOL FROM THE HALL OF PHYSICAL EDUCATION ABSTRACT

The article stated below, represents the final phase of the research entitled "The Physical Education class, an inquiry from the imagination of Student Teaching in Physical Education from the "Universidad Autónoma" of Chile, Talca under the Masters Program in Human Motricity of the same University. The investigation began in September 2007 and ended in August 2008. Consequently, the article which is presented represents primarily, the background context and reference to realize the dimensions of power in which the study is based, namely, matters relating to teacher education and conception of the social imaginary, and then present the methodological design, for the interpretive paradigm, and consequently the approach from the qualitative methodology, which leads to the first data analysis with the support of software Atlas.ti. Finally, we present the conclusions that we hope will allow us to reflect on the meaning of matrices through which young people construct (s) reality (is), and therefore understand the experiences, desires and projects shared by students in training on physical education in school.

KEYWORDS: Teacher training, physical education, social imaginary,

RÉSUMÉ

L'article ci-dessous explique, représente la dernière phase de la recherche intitulée «La classe d'éducation physique, une enquête de l'imagination des élèves en éducation physique Pédagogie à l'Université Autonome du Chili, siège de Talca» dans le cadre Master Program in Human Mouvement lors de la même université. L'enquête a débuté en Septembre 2007 et s'est terminé en août 2008. Par conséquent, qui se pose alors est, d'abord, le contexte historique et de référence pour réaliser les dimensions centrales qui sous-tendent l'étude, à savoir, les questions relatives à la formation des enseignants et conception de l'imagination sociale, puis de présenter la conception méthodologique, pour le paradigme interprétatif, et par conséquent l'approche de la méthodologie qualitative, ce qui entraîne le premier logiciel d'analyse de données avec le soutien Atlas.ti. Enfin, nous présentons les conclusions que nous espérons, nous permettra de réfléchir sur les matrices de sens à travers laquelle les jeunes sont de construction (s) réalité (est), et donc comprendre les expériences, les désirs et les projets socialement partagées par les étudiants en formation sur la classe d'éducation physique scolaire

JUSTIFICACIÓN.

El artículo que a continuación se expone, representa la fase final de la investigación titulada "La Clase de Educación Física, una Indagación desde el Imaginario de los Estudiantes de Pedagogía en Educación Física de la Universidad Autónoma de Chile, sede Talca", en el marco del programa Magíster en Motricidad Humana de la misma Universidad. La investigación se inició en Septiembre de 2007 y finalizó en Agosto de 2008. En consecuencia, lo que a continuación se presenta es, en primer término, los antecedentes de contexto y de referencia que dan cuenta de las dimensiones centrales en las que se fundamenta el estudio, vale decir, los aspectos referidos a la formación del profesorado y la concepción de imaginario social, para luego presentar el diseño metodológico, correspondiente al paradigma interpretativo y consecuentemente el abordaje desde la metodología cualitativa, lo que nos conduce a los primeros análisis de datos con el apoyo del software Atlas.ti. Finalmente, presentamos las conclusiones que esperamos nos permitan reflexionar acerca de las matrices de sentido a través de las cuales los jóvenes construyen la(s) realidad (es), y por consiguiente, comprender las vivencias, deseos y proyectos socialmente compartidos por los estudiantes en formación, acerca de la clase de Educación Física escolar.

PALABRAS CLAVE: Formación de profesores, educación física, imaginario social,

RESUMO

O artigo abaixo explica, representa a fase final da pesquisa intitulada "As aulas de Educação Física, um inquérito a partir da imaginação dos alunos de Pedagogia em Educação Física na Universidade Autónoma de Chile, Talca sede" no quadro Programa de Mestrado em Motricidade Humana na mesma universidade. A investigação começou em setembro de 2007 e terminou em agosto de 2008. Por conseguinte, o que então se coloca é, em primeiro lugar, o contexto de fundo e de referência para perceber as dimensões centrais que sustentam o estudo, a saber, as questões relativas à formação de professores e concepção de imaginação social e, em seguida apresentar o desenho metodológico, para o paradigma interpretativo, e, conseqüentemente, a abordagem da metodologia qualitativa, que leva o primeiro software de análise de dados com suporte ATLAS.ti. Finalmente, apresentamos as conclusões que esperamos que nos permitirá refletir sobre as matrizes de significado através do qual os jovens estão construindo (s realidade) (é), e, portanto, compreender as experiências, desejos e projetos socialmente compartilhado pelos alunos na formação, sobre a classe de Educação Física nas escolas.

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