

**60 - TITLE: THE PHYSICAL EDUCATION AND VALUES IT PROMOTES: INTERNATIONAL PERSPECTIVE**

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#### Introduction.

Since the origins of civilization, values have been a sensitive issue, with thousands of paths traveled with respect to the behavior of man in society; these reflexive thoughts of moral performance have been described through philosophical, sociological, psychological and pedagogical currents and theories, trying to give a logical explanation of human behavior. The values of human behavior and values of personal transformation, give meaning to our lives and mediate our internal and external action (Hall and Tonna, 1986), these ideals are what combine to form our beliefs, determine our emotional responses and direct our behaviors

Values as learning contents are referred to beliefs or final states of desirable existence, they are representations and transformations socio-cognitive affective, motor, not only of individual needs, but also of social and institutional demands, which predisposes the subject to respond preferentially in a sense in specific situations and to act or behave in a certain way; These internal dispositions of people to value a situation or fact as favorable or unfavorable, are enduring behaviors with complex cognitive affective processes, are transferable and can be subject to norms (Rokeach, 1973).

The question of moral value as a component of human action is inherent in education, in this case physical education (PE), we can say that there is no knowledge without affection, or affection without knowledge, there can be no action without value or value without action; For this reason, training in values is considered to be the most important problem of contemporary education.

#### Methodology.

It was a descriptive exploratory study, using the documentary analysis technique, on value research in the field of physical education. From the work of Torres and Guerrero (2013), a first national review (Mexico) on education and values of corporality, movement and physical education was made, demonstrating that research in this area is deficient and there is a need to promote it. Therefore, the concern is born to seek information about what has been written internationally about values from the field of physical education and educational sport, with the idea of strengthening the strategies for teaching values.

In this sense, we carry out a descriptive documentary investigation, reviewing works with different theoretical positions and teaching practices, emphasizing empirical research and reflection objects regarding the teaching of values.

#### Results

There are numerous investigations on the beliefs, values, tastes and preferences of students and teachers, which shape the interaction of the educational process in PE. Most of the studies presented are related to the influence of school PE, in the perception of students in relation to class satisfaction, the contents of the program and the activities offered, the behavior of the teacher, and the values that are promoted. The research process and its findings are defined, rather than just naming the works found. The findings were categorized into three units of analysis: 1) Students perceptions; 2) Reflection meanings and senses; 3) Values in the PE class.

##### 1. Perceptions of students

Pereira, Carreiro da Costa, and Alves (1998) conducted a study with 49 ninth grade students (26 men and 23 women), applied various instruments to know the influence of students' thinking processes in the EF class. The results refer: on the objectives, the attention of the students during the class is towards the task in 62% and the motivation is very significant during the practice of the game; the motor commitment with 32.9% of class time. Regarding the degree of satisfaction, they found that the vast majority of the students really enjoyed the experiences of the classes: 63.3% liked the class very much, 6.1% enjoyed little and 3.4% did not enjoy them. liked nothing. Regarding the behavior of the teacher, 75% of the students believe that teachers do not make differences between men and women in the 15 behaviors analyzed.

López and González (2001), assessed the levels of satisfaction for the PE class individually and in groups. They applied the IADOV technique, to a sample of 11 and 12 year old students of both sexes, from the municipality of Cerro in Cuba (211 students) and Castro district in Chile (427 students). The results showed no significant differences between countries. The tendency to maximum satisfaction for the physical education class is expressed essentially from intrinsic motives focused on the activity. The sample of students from Cerro and Castro, 11 - 12 years of both sexes, shows a marked taste for games, careers and other activities (59, 8%) and for sports and competitions (30.2%). In the age groups 15 - 16 and 15 - 18, both communities also coincide in the taste for sport (63.2%) and it also highlights the recognition of the importance of physical exercises for health (27.3%). The tendency to maximum dissatisfaction is associated with extrinsic reasons linked to the incorrect pedagogical and didactic performance of the teacher.

Pedrero (2005) in his research on the analysis of the subject of PE from the psychosocial perspective of 612 students in sixth grade, 1st and 2nd grade; He found that the taste and acceptance of the subject are very positive, 79% (483 students) like the subject very much, while 19% (116 students) like to regulate, and 1% (6 students) They indicate little or no taste for it.

Gutiérrez and Pilsa (2006) investigated 910 students between the ages of 13 and 16 (422 men and 488 women), from public centers in the Valencian Community; They applied a questionnaire with 29 items on the attitudes of the students towards the behavior of the teachers and the contents of the PE program. The highest scores were obtained in the items: my teacher from PE is a good connoisseur of PE ( $X=3.93$ ); and my teacher from PE. It clearly explains what we have to learn ( $X=3.82$ ), and to the item my teacher from PE. It helps me when I have a problem learning a new skill ( $X=3.74$ ). The least valued items, although

positive, have been: my PE. cares or cares about what I feel ( $X=3.25$ ) and my PE. Has good control over students in class ( $X=3.50$ ). Significant differences predominate in the sense of being the youngest who provide a more positive assessment of the teacher's behavior.

Luke and Cope (cited in Gutiérrez and Pilsa, 2006) investigated 386 students of different courses, 3rd (9 years), 7th (13 years) and 10th (16 years), to know their attitudes and interests towards the teacher's behavior and the content of the PE program. They applied the CAEF questionnaire, they found that the attitudes of the students towards teachers were more positive in the more childish school levels 3rd grade, and they were becoming less positive as the 7th grade increased, improving again when approaching the 10th grade. The items related to the content scored with a positive average, men are more in favor of fitness exercises, while women highlight the value of cooperation over competition, younger students enjoy more than older students in the classes of PE. The items referred to the teacher, were scored high above all the clear explanations and the good example he gave in class, there were no statistically significant differences between men and women.

Moreno and Hellín (2007) analyzed the student's thinking, about the interest he gives to the subject, his physical-sports practice, the context in which said practice is carried out and the teacher's degree; They applied a questionnaire to 1,499 high school students. They conclude that among the students who show great interest in the subject, the objectives related to health (physical condition), education (games) and competition (sports) stand out, but not body expression; they choose the PE as a preferred subject, they do not accept the possibility of reducing their schedule, they consider the classes useful, easy and motivating. In the teacher they find more support, given their good, pleasant, understanding, cheerful and fair character, in addition to having a participatory attitude in class.

Macarro (2008) investigated the attitudes and motivations towards the PE class, in 829 students (376 men and 453 women) of 19 secondary schools in the province of Granada. The results highlight: the poor practice of physical activity in 50% of respondents; in the reasons for a practice of physical sports activity, they refer to the pleasure of playing sports in 59.5%, being healthy and fit, and sports enjoy them in their free time. The assessment of PE classes is positive in 74% of the population, without finding significant differences between men and women. On the contents received in the PE class: they are first of all the collective sports (football, basketball, volleyball, athletics), then, the fitness work is given a great importance with 53%, as well as the competition factor that it develops very often. Regarding the valuation of young people towards the teacher of PE: he found that 75% of respondents agree or totally agree that they are good professionals, 57% think they pay enough attention to all students, and 42% think they only pay attention to a few. With respect to the teaching method used by teachers, 63% think it helps them to progress and 37% are not satisfied with the methodologies.

## 2. Reflection, meanings and senses

Jaramillo, Portela and Murcia (2005) report an ethnographic investigation from the approach of complementarity (construction of meanings and senses) in primary schools in 15 municipalities of Caldas, Colombia. The results show 780 stories where a lack of interest and motivation on the part of the teacher to guide the class is perceived in the PE class, which translates into demotivation and reluctance of students to actively participate in the session. The pedagogical relationship that is lived in the PE class moves in a let-go, without objective, without commitment to the accompaniment and understanding of the students, reflected in the strategy of free play, until the strategy of imposing, threatening and punishing. In the stories of the field diaries, repetitive actions of antivalores and disrespect are described, minimum universal values are not promoted (respect, collaboration, justice, freedom); a series of negative attitudes are denoted (competitiveness, discrimination, segregation, punishment) that have an impact on human achievement and on the possibility of entering into dialogue with others, including dialogue between equals.

¿In another investigation about the imaginary of the Colombian school youths of 9th and 11th grade around the PE class, (Murcia, Jaramillo, Camacho and Loaiza, 2005) conducted a qualitative study based on the question why the young schoolchildren Have you lost your liking for physical education classes? although they remain motivated by motor practices that leave the institutionalized. Three categories were raised based on the daily interaction of students with teachers. The results showed the behaviors that young people assume on a daily basis, when they sit in the bleachers with reluctance, when they carry out activities slowly and chatting always with the couple, when they enjoy and laugh or shout in an activity that catches them, or when their attitudes show apathy towards a proposed activity that does not captivate them. The student considers the physical education class as a free space to talk with classmates, communicate about everything that is happening, take advantage to catch up, since in the other subjects one is always silent. On the one hand, there is a small group of students who like the way of being of the teacher, the way he treats them and how he organizes the fun class. On the other hand, with greater weight the group of students who think that the classes must change, always the same thing during all the years, the monotony exercise prevails and more repetitive exercises, the professor does not have capacities in communication, requirement and knowledge. The conceptions that schoolchildren have about the importance of PE are grouped into two trends: the first, related to the improvement and conservation of health, of body beauty and physical strength; and the second, which refers to recreation, recreation and social interaction. The pedagogical relationship for students is given according to the confidence or distrust that a teacher inspires, this allows an approach of affection or disaffection towards the teacher which permeates the same feelings towards the subject, for some students it is difficult to accept the teacher when This does not convey security or when it does not leave or talk to students.

Friedmann (cited in Gutiérrez and Pilsa, 2006) performed an interpretive work with a group of high school students, based on two hypotheses: first, the personality of a good PE teacher and his teaching methods pose a challenge for the students; Second, the feeling that students experience during classes is the most important thing for their motivation, learning and personal fulfillment. He asked them to describe their ideal teacher and their three most important features. He found that the characteristics that students most appreciate in order of importance are: their professional competence, being comprehensive with the students, making classes interesting to generate more pleasure and fun, behaving sportsfully, being objective in assessing the progress of their students, with good human relations, patient, with ability to motivate towards practice, open to the suggestions of students, with a sense of humor, disciplined, with a pleasant appearance, self-controlled, interested in all students, with good manners, open to criticism, self-confident, optimistic, with the ability to stimulate creativity and the ability to improvise, which should be an example for them, both in behavior and skills; and, that they should have authority and be appreciated at the same time.

Ruiz (2013) conducted a study on the imaginary of the educational actors about the corporal in a primary school in the city of Barcelona, focusing on the PE classes, as well as the pedagogical strategies and devices that teachers put into play. The results show that inside the school the visions of the students are closely tied to the ideals of modernity, seen as a repository of school knowledge valid for the man of tomorrow, according to which one can only think of a state of continuity and progress from a set of experiences and / or homogeneous experiences. Therefore, the notions of subjectivity and identity that allow the contemporary subject to think in the daily life of the investigated school are more in line with subjectivities and stable and fixed

identities than subjectivities such as personal projects or lifestyles in permanent change and transformation.

Arredondo (2009) conducted an interpretive study with the objective of determining the way in which the discourses of the body circulates in teachers when interacting with students in class. It was held in five public educational institutions from 6th to 9th grade of Secondary and six teachers (four men and two women) in Medellín, Colombia. As instruments he used participant observation and in-depth interviews. He found that the body of teachers is strong body complexion, reflects health and care, exercise regularly and have a balanced diet; He is knowledgeable about the example he should give to students; recognizes the didactic limitations of its class; does not promote a systematic reflexive dialogue about the ideal of a beautiful body. In the class he found that the pedagogy of detail regulates the daily life of the class in some teachers, including the ways of entering and leaving class, the spatial arrangements, the bearing of the body, the way of wearing the uniform, the form of meet to give directions, voices, signals and gestures aimed at students.

Pardo Arquero, (2016) conducted a study with 626 students (333 students and 283 students) in the second cycle of primary education, aged between 8 and 10 years, from 9 public schools in Madrid and Andalusia. He used Casimiro's questionnaire in response to the questions: ¿What do you think physical education classes are for? And what do you think they should do? The results showed that strengthening the body and being fit is the most perceived and most desired goal for the sample, followed by improving health and learning gymnastic skills, while fun and learning the technique of different sports are relegated to the last two steps Casimiro, Dule, Gómez, Cobo Muñoz, Pardo and Avilés (cited in Pardo Arquero, 2016) found that the taste for PE was higher in students 62.2% than students 37.8%, highlighting in this practice the affective aspects and social relationship. This taste for the subject decreased in percentage with the increase in age, and in a greater percentage in girls than in boys.

Gaviria and Castejón (2016) carried out a qualitative work with the observation and case study technique, the participants were 81 students (41 men and 40 women) between 15 and 17 years old; 21 sessions of PE were observed, with emphasis on the contents of collective sports, body expression and physical condition. The objective was to understand the perceptions, emotions, experiences and opinions that students have about the values and attitudes that are generated in the physical education class. The results show, companionship and cooperation as the most important values in practice for students; later, the conflict and the competition, which have aspects of unwanted or negative character in the formation of the students. The equality of women in some activities and their participation in them is another negative point when reflecting and understanding what is generated in practice. Attitudes and values, self-confidence, self-esteem, self-concept, the desire to learn together with a positive attitude towards school, motivation or interest to create healthy lifestyles were evidenced; It was identified that the PE class strengthens attitudes and values such as disinhibition and relaxation in students.

### 3. Values in the PE class

Gutierrez and Pilsa (2006) applied a questionnaire of objectives and values of physical education and sport to 515 people whose age ranged between 13 and 45 years, resulting in a classification of the dimensions of values in physical education and education. sport, being the hierarchical order for sport (achievement and social power, sportsmanship and fair play, expression of feelings, companionship and fun and ability and fitness); and for physical education (sociability, personal and group success, creativity and cooperation, companionship and fun, and superiority and self-image). Likewise, in another study by factoring the same questionnaire, he verified the relationship between the values attributed to sport by students and physical education teachers by finding seven factors (sportsmanship and fair play, companionship and fun, achievement and social power, expression of feelings, ability and fitness, self-realization and conformity.

Palazuelo, Elices, Marugán, Sánchez, Del Caño, De Frutos (2011) in their exploratory study with a sample of 75 students in early childhood education between the ages of 5 and 6, assessed the possible relationship between children's intellectual capacity and their perception of the situations, behaviors and social relationships that are established among their peer group. The VANEPRO-1 scale, an adaptation of the VINES questionnaire and the drawing test of two human figures were used. The comparison of the results of the different tests allows the contributions of children to be considered reliable, despite their young age, they can perceive and transmit information about the social relationships established between equals in the class group and detect the differences between teachers and students. Students with higher scores on cognitive factors, depending on the scale, would have more friends and have greater emotional control, however, cognitive ability does not facilitate getting new friends or a higher level of friendship.

Sánchez-Oliva, López, Amado, Leo and González-Ponce (2012) conducted a study to verify the differences in the students' perception of the development of values in physical education classes; The sample was 218 students of both sexes, between the ages of 11 and 19. In the analysis of the results, they found that 60% of the participants consider the subject of physical education as important or very important, while the rest 40% of students perceive it as normal or not important. Students who consider physical education more important have higher scores in the perception of the development of values, a greater number of respect behaviors to the facilities and other classmates, better cooperation to achieve the objectives of the proposed tasks and a perception of competition based on the assessment of personal effort rather than comparison with others. Regarding gender, significant differences were found in tolerance values and respect for others in favor of women.

Abella, Lezcano and Casado (2017) conducted a study based on the ten values of Schwartz, it was an exploratory analysis through the questionnaire of personal values in a group of 499 adolescents (267 men and 232 women). The hierarchy of values obtained indicated a greater preference for hedonism, indicating that personal enjoyment is the first activator of students' motivations, boosting the two values that make up the higher order type transcendence and openness to change (stimulation and individuality); that is to say, they enjoy looking for new paths, carrying out stimulus activities, new activities, which involve enjoyment through contact with risk. The least preferred values were those related to personal promotion and conservation types. Significant differences were found in terms of sex in the importance given to benevolence, universalism, conformity and security. The results can contribute to the development of educational proposals aimed at increasing student motivation and reducing school failure. Boehnke and Wezel (cited in Abella, et al, 2017) evaluated the values proposed by Schwartz, in 121 children aged between 7 and 14 years, observing that the preferences of the children were structured according to the types of order superior (transcendence vs. personal promotion; openness to change vs. conservation); however, the ten values did not appear structured as Schwartz's theory defends.

### Discussion.

Over time, various PE curricula or programs have been implemented worldwide, always with the purpose of offering a better education. The investigation of the hand with the teaching-learning processes, has the purpose of knowing what happens in the interactive space between the program, the context, what the teaching staff teaches and what the students learn.

In general, more studies of values were found in sports situations than the physical education class itself; No work

related to children's sports or competitive sports is presented in this document, since it has other implications and connotations more competitive than educational. Nor are the studies found in relation to the values, perceptions and beliefs of the PE teacher, or work in English; these will be the reason for another documentary study for reasons of space.

The types of research found were qualitative and quantitative, they used different techniques and statistics; The instruments were: questionnaires, interviews, tests, hierarchical scales, intervention program. Most of the research (60%) was carried out by two or more authors collaboratively, 40% was individual. 86% are referred to students aged 11 to 18, 13% study children under 10, and a study with students and parents (1%). The origin of the studies, Spain, Portugal, Colombia, Chile, Brazil, Argentina and Cuba.

The topics investigated support the students' great interest in the PE class, the importance of the pedagogical role of teachers, the importance of didactic content, the development of cognitive, motor and emotional-emotional skills, for the creation or not of habits of healthy physical activity; they emphasize, in the perception of personal and social values in the interaction of the class, and in fostering positive attitudes towards respect and school coexistence.

#### Conclusions

The research raises the student's satisfaction in the PE class, as one of the topics that arouses most interest; finding, that the taste for the subject decreases as age progresses, in a greater percentage in girls than in boys. In relation to the social imaginary of the body and the meanings of the PE class, it revolves between the functionalist and the sportsman paradigm; what brings little to the students for their life project and for the development of values. The values found are: sociability, personal and group success, creativity and cooperation, companionship and fun, superiority and self-image, sportsmanship and fair play, companionship and fun, achievement and social power, self-realization and hedonism.

In the process of reflection, new ways of thinking about PE have emerged, leading to the emergence of theoretical postulates that become conceptual referents, on which the theoretical discussion and practices of PE are oriented; Thus, several authors suggest that it is necessary to consider in the concept of PE a pedagogical orientation that seeks and attempts to develop human potential in all its dimensions. The PE as an enhancer of values and attitudes, facilitates the integral development and ethical sense, helps the student to extract the best of all their capacity for autonomy and relationship with others, their faculties of movement, and can learn to dialogue, discuss, reason, compete and solve problems; they can learn to win or lose, to recognize the qualities of the opposite, to strive to be better every day, to enjoy the triumph without belittling others and with them the rest of their personal faculties.

The need for research and evaluation of educational programs that help to understand the nature of these PE contributions and to answer questions remains latent: ¿What do we talk about when we talk about values in school? What intrinsic or extrinsic motives support satisfaction or dissatisfaction with the classes? How does the school and PE face the challenges that new body identities pose? How do specialists think pedagogical practices?

Perhaps given this titanic task, it is possible to contribute new senses and school meanings that enable other dynamics for the organization of educational tasks, re-meaning other knowledge, discourses and bodily and motor practices as life experiences that shape the school scene.

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#### THE PHYSICAL EDUCATION AND VALUES IT PROMOTES: INTERNATIONAL PERSPECTIVE

The purpose of this study was to carry out a documentary exploratory analysis of research on values in the field of physical education; it is based on a search for what has been written at the international level to strengthen strategies for teaching values, and contribute to a better understanding of the educational field at the national level.

Empirical research was found that raises student satisfaction in the physical education class, perception of teachers; behavior, and preference for the programs didactic content, as the topics of greatest interest. The papers emphasize the perception of personal and social values in the interaction of the physical education class. The values of respect, sociability, cooperation, fun, hedonism, health, self-realization, social achievement and power, fair play and sportsmanship are highlighted. The social imaginaries of the body and the meanings of the EF class revolve between the functionalist and sporty paradigm of today's lifestyles. The educational work of the teacher, the mastery of his subject and his behavior are criticized as decisive elements for the active participation of the student in class. The preference for the subject decreases as age progresses, with a higher percentage in girls than in boys.

Postulates emerge that orient the theoretical discussion and practices of physical education towards a pedagogical and didactic orientation that enhances values and attitudes.

Keywords: Research, Physical Education, Values.

#### L'ÉDUCATION PHYSIQUE ET LES VALEURS FAVORISÉES: PERSPECTIVE INTERNATIONALE

Le but de cette étude était de réaliser une analyse documentaire exploratoire de la recherche sur les valeurs dans le domaine de l'éducation physique; Il repose sur une recherche de ce qui a été écrit au niveau international pour renforcer les stratégies d'enseignement des valeurs et contribuer à une meilleure compréhension du domaine de l'éducation au niveau national.

Des recherches empiriques ont été trouvées qui augmentent la satisfaction des étudiants dans le cours d'éducation physique, la perception des enseignants; comportement, et la préférence pour le contenu didactique des programmes, en tant que sujets du plus grand intérêt. Les articles mettent l'accent sur la perception des valeurs personnelles et sociales dans l'interaction du cours d'éducation physique. Les valeurs de respect, de sociabilité, de coopération, de divertissement, d'hédonisme, de santé, de réalisation de soi, d'accomplissement social et de pouvoir, de fair-play et d'esprit sportif sont mises en valeur. Les imaginaires sociaux du corps et les significations de la classe EF s'articulent entre le paradigme fonctionnaliste et sportif des modes de vie actuels. Le travail pédagogique de l'enseignant, la maîtrise de son sujet et son comportement sont critiqués en tant qu'éléments déterminants de la participation active de l'élève en classe. La préférence pour le sujet diminue à mesure que l'âge avance, avec un pourcentage plus élevé chez les filles que chez les garçons.

Des postulats émergent qui orientent les discussions théoriques et les pratiques de l'éducation physique vers une orientation pédagogique et didactique qui renforce les valeurs et les attitudes.

Mots-clés: recherche, éducation physique, valeurs.

#### LA EDUCACIÓN FÍSICA Y VALORES QUE PROMUEVE: PERSPECTIVA INTERNACIONAL

El objeto de este estudio fue realizar un análisis exploratorio documental sobre la investigación en valores en el campo de la educación física; se parte de una búsqueda de lo que se ha escrito a nivel internacional para fortalecer las estrategias de enseñanza de los valores, y contribuir a una mejor comprensión del campo educativo a nivel nacional.

Se encontró investigaciones empíricas que plantean la satisfacción del alumno en la clase de educación física, la percepción sobre el comportamiento de los profesores y la preferencia por contenidos didácticos del programa, como los temas de mayor interés. Los trabajos hacen énfasis en la percepción de valores personales y sociales en la interacción de la clase de educación física. Se destacan los valores de respeto, sociabilidad, cooperación, diversión, hedonismo, salud, autorrealización, logro y poder social, juego limpio y deportividad. Los imaginarios sociales del cuerpo y los significados de la clase de EF, giran entre el paradigma funcionalista y deportivista propios de los actuales estilos de vida. Se crítica la labor educativa del profesor, el dominio de su asignatura y su comportamiento; como elementos decisivos para la participación activa del alumno en clase. El gusto por la asignatura disminuye conforme avanza la edad, en mayor porcentaje en las niñas que en los niños.

Emergen postulados que orientan la discusión teórica y las prácticas de la educación física, hacia una orientación pedagógica y didáctica potenciadora de valores y actitudes.

Palabras clave: Investigación, Educación Física, Valores.

#### EDUCAÇÃO FÍSICA E VALORES QUE PROMOVE: PERSPECTIVA INTERNACIONAL

O objetivo deste estudo foi realizar uma análise documental exploratória sobre investigação de valores no campo da educação física; Baseia-se na busca do que foi escrito em nível internacional para fortalecer as estratégias de ensino de valores e contribuir para uma melhor compreensão do campo educacional em nível nacional.

Constatou-se uma pesquisa empírica que elevou a satisfação dos alunos nas aulas de educação física, a percepção do comportamento dos professores e a preferência pelo conteúdo didático do programa, como os tópicos de maior interesse. Os trabalhos enfatizam a percepção de valores pessoais e sociais na interação da classe de educação física. Destacam-se os valores de respeito, sociabilidade, cooperação, diversão, hedonismo, saúde, auto-realização, conquista e poder social, fair play e espírito esportivo. O imaginário social do corpo e os significados da classe de EF giram entre o paradigma funcionalista e esportivista típico dos estilos de vida atuais. O trabalho educacional do professor, o domínio de seu assunto e seu comportamento são criticados; como elementos decisivos para a participação ativa do aluno nas aulas. O gosto pelo sujeito diminui à medida que a idade avança, em uma porcentagem maior nas meninas do que nos meninos.

Surgem postulados que norteiam a discussão teórica e as práticas de educação física, no sentido de uma orientação pedagógica e didática que aprimore valores e atitudes.

Palavras-chave: Investigação, Educação Física, Valores