85 - RELATION BETWEEN THE CURRICULUM IN FORMATION OF PROFESSIONALS OF PHYSICAL EDUCATION COURSES IN CHILE AND THE PHYSICAL EDUCATION WORLD MANIFEST

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INTRODUCTION

Research carried through for Portes Júnior & Vargas (2012), to verify the relation enters the curriculum in formation of professionals of Physical Education courses and the Physical Education World Manifest (PEWM), in the universities that offer the course, in the city of Chillán, Chile, indicated that, with respect to aspects of deep, specific formation of the Physical Education, the courses strong is based, needing adjustments in its curricular grating, general aspects of professional formation and of the understanding of the epistemology of the Physical Education; as well as, of the politician-administrative relations that the professional future must have, to develop its practical professional, as much in the school, like in social situations, extra school situations of the area.

But these results could be confirmed for all Chile? The objective of this study was to verify if the courses in Chilean Physical Education Pedagogy have in its curricular grating, disciplines that indicate the relation and the coherence enters the training proposal of future professionals, with referring international, the express ones in the PEWM, FIEP (Physical Education International Federation), in the twenty three chapters. (PEIF, 2013)

METHOD

From an exploratory study, documental study, to analyze the curricular gratings of the Physical Education Pedagogy courses offered in the Chilean universities, searching: that relation the disciplines presented in the curricular grating, have with the twenty three chapters of the PEWM, from the name of disciplines (descriptive statistics).

The population is represented by all the universities of Chile that offer courses of Physical Education Pedagogy, until of the 2012 year. The sample is composed for thirty three institutions, thirty three courses. The curricular gratings had been taken from the informations published in the institutions available sources and analyzed from the graphical scheme and presented in the figure 1 (original in Spanish):

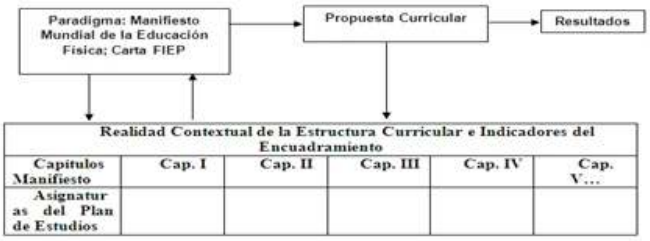

Figure 1 – Graphical scheme of the used methodology. In the line that present “Cap. I, Cap. II” if relates to the PEWM chapters.

RESULTS

From the documentary study, could be observed the following (Schedule 1):

Relação Porcentual de Coerência entre o MMEF e Currículo de Formação	Número Total de Universidades da Mostra
100%	9
95,65%	8
91,30	6
86,95	5
78,26	2
73,91	2
47,82	1

Schedule 1 – Presents the abstract of the das Percentile Relations of Coherence between the PEWM Curriculum of Formation, the Chilean Universities.

It was verified that 27.27% of the Universities of the sample, present a curriculum with 100% of coherence in relation to PEWM - FIEP. Also, 24.24% present 95.65%; 18.18% present 91.30% and that 15.15%, present 86.95% of coherence. What it means that 84.84% of the Universities of the sample present a high level of coherence in relation to PEWM - FIEP.

Even if that 12.12% of the sample present values of coherence between 73% and 86%, these values can't be considered low, and yes, on the values of average statistics; and the only one University is below of the average statistics, with 47,82% of coherence.

DISCUSSION AND CONCLUSIONS

From the results of this study, was could be verified that 84.84% of the Chilean Universities, that offer the course of Physical Education Pedagogy, more than present 90% of coherence of its curricular grating with the PEWM.

This indicates that formation of professionals of Physical Education courses, are formulated from the concern in delivering necessary knowledge so that the Chilean Physical Education is in accordance with international referring curricular

ones. In this case that meets coherence enters the proposals of the Chile Government for Physical Education (PE) and the courses of formation of professionals of the area. It can be perceived that the curriculums of the courses, follow the established one for the Government in strict severity: the Government delivers the curricular recommendations, in the national references and the formation courses must be established a way according to this. (Chile, 2002, 2009, 2009 B) What it demonstrates that Chile continues in the vanguard of the PE, what it is a historical fact. (Muñoz Funck, 2013)

Another discussion that if can make of the results is related to the pedagogical aspects of the curricular gratings of the courses. Between 95,65% and 100% of the courses, present cited disciplines to the pedagogical aspects of the area, since the PE basis aspects and knowledge base, for the society in general and the pertaining to school scope, in quality of the education. (Consejo Nacional de Educación, 2013)

Following aspect of great importance in the PEWM is the PE as owned of health promotion. One of the analyzed courses, does not present in its curricular grating, enunciated one discipline that if relates with these aspects. In Chile, the politics of school health promotion are centered in the school community and stimulate the participation of all this community (Saline & Vio, 2011), mainly of the PE teachers. Its recognized, then, the importance of this content in the teaching formation, despite, lamentably, a University does not present this theme in the curriculum. (World Health Organization, 2002; Hallal, Knuth, Cruz, Mendes, Malta, 2010; Trujillo-Hernandez, Vasquez, Almaza-Silva, Jaramillo-Virgen, Mellin-Landa, Valle-Figueroa, et.al., 2010; Abbes, Lavrador, Escrivão, Taddei, 2011; Ferreira, Castiel, Cardoso, 2011; Esper Di Cesare, 2012).

Strengths of the curriculum: nutrition, health cares, sports, Human Motricity, human development.

Chile is a country that inverts many administrative politics in the tourism. (Chile, 2012) On account of the promotion of these instances in the programs scholar PE, one becomes necessary that the formation courses deliver the pertinent qualifications to the teaching futures. In this case that, 15.15% of the curricular gratings, do not express discipline related with the theme, that can be considered as a deficiency, thinking about the importance that the Chilean Government delivers to this sector and for being in national curricular reference to the scholar PE, the specific contents in the area of activities in contact with the nature, that has direct relations with the tourism. (Chile, 2013)

In the PEWM, the capacity of adaptation of resources and materials, inside from the actions of the scholar PE, receives importance in one of its Chapters. Is knowledge that many institutions do not present the capacity to have the materials, spaces, official equipment, for the PE lessons (Fernández Rodríguez, 2010; Montalvo Panadero, Hernández, Gallardo Guerrero, Burillo Naranjo, Garci'a Tascón, 2010; Méndez-Giménez y Fernández-River, 2011); and that the teachers must present the capacity to adapt the situations, materials and spaces, so that the lessons can reach the established objectives, as much for the teacher, how much for the established one in referring curricular the national ones. For this Chapter of the PEWM, 24.24% of the curricular gratings, do not present only discipline related and only one curriculum, present one discipline that it indicates direct relation with the theme, for being nominated as “Creativity with Alternative Material”.

For the relations of the PE with the work with people with Especial Educational Needs (EEN), eight universities (24.24%) of the sample do not indicate discipline related to the theme in the curricular grating. This is another factor that leads to the reflection, because the content of the inclusion in the PE classes, receive strong conceptual foundations and recognition that, through the PE, can be reached important results in the integration and social inclusion. (Mendoza Laiz, 2008; Costa, 2010; Mazzarino, Falkenbach, Rissi, 2011; Mazzotta, D'Antino, 2011; Padilla Muñoz, 2011; Fernández, Sánchez, Jiménez, Navarro, Anguera, 2012).

In the Bases for the creation of a course of PE in Chile, the Universities that are recognized for law, that is the case of the universities of the sample of this study, have the idoneousness for the creation of courses and the establishment of curricular gratings for the courses. These universities must base these actions in what he is express in educational Decrees and Laws, relation the content and relation to the objectives for these contents, inside of the curricular grating. (Consejo Nacional de Educación, 2013; Universidad de Chile, 2013)

In this way, the curriculum must be guided to deliver to formation and qualification (general and scientific), necessary to the adjusted professional performance of the graduated ones of these courses. (Chile, 2009 B) Moreover, they must consider as cited previously, the Bases and Curricular Framework of the Chilean Education, delivered for the Ministry of Education. In this aspect could be verified that the courses present coherence between the curricular gratings, express through you discipline them declared in the curricular grating of the courses, with the Referential Curricular Framework.

Some presence in many curriculums: activities in the nature environment, adapted physical education, ethics disciplines, formation and professional qualification.

Deficiencies in some resumes: in psychology, elder.

What if can recommend from this study, it is that some curriculums must be revised, taking as national reference bases and the PEWM, for to order the knowledge delivered. But it is a very small percentage in relation to the total of the sample. Another recommendation is to verify the possibility to establish distinct courses of PE, in its focus and in its proposals of formation, so that has in Chile, professionals more qualified to develop the professional work in outside scholar environment instances, but that have the formation and specific qualification for this. (Universidad de Chile, 2013) Because the curricular gratings, many times, can't enclose all the necessary knowledge to form a professional who exerts interventions in as many distinct areas. (Conselho Federal de Educação Física, 2002)

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RELATION BETWEEN THE CURRICULUM IN FORMATION OF PROFESSIONALS OF PHYSICAL EDUCATION COURSES IN CHILE AND THE PHYSICAL EDUCATION WORLD MANIFEST

ABSTRACT

Exist national and international references for the Physical Education that must be considered in the implantation of a curriculum to formation of teachers to this area. Objective: to verify if the universities that distribute the graduation in Physical Education Pedagogy in Chile, have the curriculum, indicated by the curricular structure of the courses, coherent with the Physical Education World Manifest, FIEP. Methodology: exploratory, documentary study; analysis of the dates from descriptive statistic. Sample: 33 universities that have the Physical Education Pedagogy course. Results: 84,84% of the structure of the courses have between 95,65 and 100% of coherence with the World Manifest of Physical Education – FIEP. It is possible to be concluded that the structure of the courses of the Chilean universities, for the Physical Education Pedagogy courses are, in its great majority, agreed with referring the international for the area of Physical education.

KEY WORDS: Physical Education World Manifest, Curricular Structure of the Courses, Physical Education Pedagogy.

RELATION ENTRE LE CURRICULUM VITAE DES COURS DE FORMATION DE PROFESSIONNELS D'ÉDUCATION PHYSIQUE AU CHILI ET AU MANIFESTE MONDIAL DE L'ÉDUCATION PHYSIQUE

RÉSUMÉ

Existent d'afférents nationaux et d'internationaux qui doivent être considérés dans l'implantation du programme du cours pour formation d'enseignants dans Éducation Physique. Objectif : vérifier si les universités qui livrent le cours de Licence dans Éducation Physique au Chili, ont le programme du cours, indiqués par la grille curriculaire des cours, cohérents avec le Manifeste Mondial de l'Éducation Physique, FIEP. Méthodologie : étude exploratoire, documentaire ; analyse des données à partir de statistique descriptive. Échantillon : 33 universités chiliennes qui offrent le cours de Licence dans Éducation Physique. Résultats: 84,84% des Programmes de Cours a entre 95.65 et 100% de cohérence avec le Manifeste Mondial de l'Éducation Physique - FIEP. Il se peut conclure que les Programmes de Cours des Universités chiliennes, pour les cours de danse Éducation Physique sont dans sa grande plupart conformément aux afférents internationaux pour le secteur.

MOTS CLÉ : Manifeste Mondial de l'Éducation Physique, Grille Curriculaire, Licence dans Éducation Physique.

RELACIÓN ENTRE EL CURRICULUM EN CARRERAS DE FORMACIÓN DE PROFESIONALES DE EDUCACIÓN FÍSICA EN CHILE Y EL MANIFIESTO MUNDIAL DE LA EDUCACIÓN FÍSICA

RESUMEN

Existen referentes nacionales e internacionales que deben ser considerados en la implantación de un plan de estudios para formación de docentes en Educación Física. Objetivo: verificar si las universidades que imparten la carrera de

Pedagogía en Educación Física en Chile, tienen sus planes de estudios, indicados por las mallas de las carreras, coherentes con el Manifiesto Mundial de la Educación Física, FIEP. Metodología: estudio exploratorio, documental; análisis de los datos a partir de estadística descriptiva. Muestra: 33 universidades chilenas que imparten la carrera de Pedagogía en Educación Física. Resultados: 84,84% de los Planes de Estudio tienen entre 95,65 y 100% de coherencia con el Manifiesto Mundial de la Educación Física – FIEP. Se puede concluir que los Planes de Estudio de las Universidades chilenas, para las carreras de Pedagogía en Educación Física están en su gran mayoría acordes con los referentes internacionales para el área.

PALABRAS CLAVES: Manifiesto Mundial de Educación Física, Planes de Estudio, Pedagogía en Educación Física.

RELAÇÃO ENTRE O CURRÍCULO DOS CURSOS DE FORMAÇÃO DE PROFISSIONAIS DE EDUCAÇÃO FÍSICA NO CHILE E O MANIFESTO MUNDIAL DA EDUCAÇÃO FÍSICA

RESUMO

Existem referentes nacionais e internacionais que devem ser considerados na implantação do programa do curso para formação de docentes em Educação Física. Objetivo: verificar se as universidades que entregam o curso de Licenciatura em Educação Física no Chile têm o programa do curso, indicados pela grade curricular dos cursos, coerentes com o Manifesto Mundial da Educação Física, FIEP. Metodologia: estudo exploratório, documental; análise dos dados a partir de estatística descritiva. Mostra: 33 universidades chilenas que oferecem o curso de Licenciatura em Educação Física. Resultados: 84,84% dos Programas de Curso têm entre 95,65 e 100% de coerência com o Manifesto Mundial da Educação Física – FIEP. Pode-se concluir que os Programas de Curso das Universidades chilenas, para os cursos de em Educação Física estão em sua grande maioria de acordo com os referentes internacionais para a área.

PALAVRAS-CHAVES: Manifesto Mundial da Educação Física, Programas de Curso, Licenciatura em Educação Física.