159 - CURRICULAR UNDERSTANDING, SYSTEMATIZATION AND PEDAGOGICAL PRACTICE IN PHYSICAL EDUCATION

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INTRODUCTION

The University of Cundinamarca for thirty and two years has been coming forming licensed in physical education, throughout its trajectory it has undergone changes that have gone of the hand with the transformations of the speeches around the advance of the discipline in the world, in spite of it, the effort by the curricular modernization was not reverted actually pedagogical of the lawyers and lawyers in formation, was of recurrent way a disarticulation between thinking and doing, seeing of this almost lost form the effort articulate the relations theory and practice.

The understanding of this problem took to the curricular committee of the faculty to think a process that allowed to generate in the students processes of pedagogical thought around the curricular proposal of the degree program, from the intentions that of explicit way were pronounced on the part of the teachers of the academic spaces corresponding to the professional practices.

In this sense, the curricular proposal of the degree becomes object from reflection in the eagerness to articulate of coherent way the pedagogical speeches that are inserted in the programs and the tradition already constituted from which historically it is made to the interior of the indicated academic spaces. Of this form the practical own elements of the systematization of experiences and the investigation have become jumbled in action with the purpose of extending the glance of the educational one in formation. From this perspective the process to located dimensions of reason has risen, in which the practice constitutes like referential element of appropriation and location del that to do from conceptual a human perspective. It is as well as the dynamic ones of construction of the curricular thing are extended, when approaching of sistémica way the relation context, knowledge, reality, conforming of critical way the form to see the pedagogical-curricular relation that it is inside and outside her, making this way go beyond the pre-established thing, to the genuine singular the didactic planning in the school.

CONCEPTUAL AND THEORETICAL REFLECTIONS

Currículum and pedagogical practice

To include/understand that all pedagogical practice gravitates around currículo, that is indeed in her in where give life, dinamiza and the educative projects are put in scene, but also in where we asked ourselves constantly, how we are practicing, to find the reason of being, the Tacitus, that who are there that we did not manage to see, but that in last he is what he gives the essence us, the identity and that in addition indicates the way towards the reflection is the call that makes the curricular theory when indicating that "currículo is not the curriculum" on the contrary, it is that own expression of the culture, that is behind all education, contained of practical actions, of specific codes with which we communicated, we expressed the own intentionalities of the school and the world visions.

On the matter, Shirley Grundy (1994) indicates that "currículo is not a concept but a cultural construction, is not an abstract concept that some type of existence has went and previously to the human experience. It is however, a form to organize a set of educative practices". In this sense, it is necessary to consider that currículo is determined by the own characteristics of the context; that is to say, in a while historical established by the educative system and the public policy that are constructed from interests marked by the dominant values and the forces that mark to a rotunda nonneutrality.

Each curricular model makes reference to a theory on currículo, in which different forms are immersed to see the school and its paper within the social reality, determined by the approach from which the educative process thinks, is therefore that to get to establish a concept of currículo it is really difficult; of course, which it is in the complexity of the pedagogical practice and in the diverse interactions that appear to the interior of the educative institution in where they see it express the curricular theories and models; let us see:

	TECHNICAL THEORY	THEORY OF THE PRACTICAL REASON	CRITICAL THEORY
CHARACTERISTICS OF THE CURRICULUM	- It does not know the characteristics of the context. - It is designed of pre-established form. - One is within the instrumental and cientificista rationality. - It makes selection of contents, organization and sequence in agreement with psychological principles, and the determination and evaluation of the transmission methods using the technology of the conductual specification of objective and the measurement of profit.	- The human interaction Recognizes and therefore it recognizes the education like a practical activity. - One is within the hermenéutica or interpretativa rationality. - It make s the selection and organization of the contents from the necessities of the context, although some times the prescribed thing is considered, is relativized, made a qualitative evaluation of the dynamic ones.	- It is constructed in a dynamic interaction th at are promoted in praxis social and in the search of dynamic that contribute to the process of social transformation. - One is within the emancipadora, dialectic rationality. - Processes of planning accompanied by the action - reflection and evaluation settle down enhancer by the processes.
PEDAGOGICAL PRACTICE	- It is the application of the theory, established and centered in the transmission of the knowledge. - A modelante action Contains that comes from the outside. - It is of unidirectional character from the passivity of the student. It reproduces ideas, habits customs and values.	- It is retroalimentada by the theory. - The necessity of the understanding and interpretation of the knowledge is recognized. - One causes the elaboration of judgments and actions. - The colaborativo work is favored.	- The practical one is theory in action. - Dialógicas relations settle down. - Technical of dynamic and work in equipment. - The analysis of the context considers creating critic processes. - The own ones of th e educandos are recognized dynamic cultural.

Understanding that no currículo exists a priori, the degree in physical education sees in the development of currículo a possibility significantly of contributing to the process of social, as well as, actually pedagogical transformation the possibility of making specific the educative intentionality, in which it is invited to live the relation practical theory, the theoretical construction from the planning processes directed reflection and action from a critical attitude that contributes to a permanent construction of new senses and meaning of the school.

The critical perspective of currículo is taken root in the pedagogical practices, recognizing that currículo determines what happens in the classrooms between professors and students, is a powerful instrument for the transformation of education and an immediate instrument to become an excellent guide for the professor; it defines the Currículo as a particular form of ordenadora guideline of the practice of the education and like a set of materials or a compendium of the scope not to cover. It is a way to translate any educative idea to a comprobable hypothesis actually and invites more to the critical verification that to the Stenhouse acceptance (1998). In this sense, currículo requires of a process of joint between the theory and the practice that necessarily always will be present in the educative action.

Pedagogical practice and systematization of experiences in physical education

At the moment the faculty of sciences of the sport and physical education of the University of Cundinamarca in its program of degree outlines the necessity to raise the formation of an educational reflexive that makes of constant way conjectures in its daily task and from them it develops the capacity to reframe and to reframe themselves to itself with his practice.

The pedagogical practice is an action with sense, with precise intentionalities, that identity generates own and allows that the experience is questioned, investigates and reflects, constituting itself in a conscious space and significant, it articulates with the processes of formativa investigation of the program from the periodic systematization of the experiences in where the relation is Vista like a sociocultural space constituted of senses and meaning.

The professional pedagogical practice is constituted around three I interest:

- Pedagogical reflection on the Physical education
- Processes of systematization of experiences.
- Processes of investigation action

The pedagogical practice like fundamental aspect in the curricular understanding of the formativo process of the student, allows to see it not like an exercise or matter but of the curriculum, but like the moment at which the intentionalities articulate and make specific clearly, in which processes of transformation of the actors are generated who conform it: The student who is with concrete intentions in a specific scene, the knowledge, that corresponds to the accumulated ones of knowledge from which it establishes a relation with the world and the context or reality that are satisfied from the historical process that has had the human being in all its dimensions.

In this sense, it is in the practical scene, in where he is able to include/understand that the educative process and the pedagogical practice go beyond the application of tools and instruments for the validation of a knowledge previously elaborated, where the educational medical instructor goes beyond the same fact that traditionally it has been called practical. Considering that all educative process is determined by the direction of desires of the student, as which suggests Spinoza (2001) to perseverar in the life and opening the capacity to be affected, supposes “a effort to experience joy, to increase the power of action”.

Nevertheless, it is not necessary to forget that the development of a practice requires of a loosening of all those models with which it has been developed during as much time teaching, since educational ones still exist many which they face and to look for to solve problems that appear in their practice by means of the application of you formulate and techniques, as if teaching had some type of prescriptions to be applied in determined situations, because according to Schon (1998), the form to conceive the practice made by a professional influences in its form to act.

The systematization of experiences is a process that occurs during and after an action, is a participativo, qualitative and hermenéutico process in which harmony between the concepts that sustains the systematization and the same process is due to find that is carried out; it consists of the construction of a space of collective reflexividad on the lived thing and learning during the practical process. The result of this space of writing takes shape in a scene that allows that each experience can be talked back in agreement with the changes of context. The systematization is also an evaluation process that it tries to guide the trasformaciones that occur in the different actions. Understood like a collective process, the systematization must be present from the beginning and in the work of each one of the protagonists of the action, it is the autonomy level that each participant obtains at the moment for making the systematization, which allows that a process can demonstrate all the range of effects and incidences in subjective and the intersubjective thing.

The construction of knowledge from the experiences of the daily life, in located territories, allows the elaboration of senses (horizons) and meant (interpretations) for the construction of different worlds, with the real possibility of the democracy and the freedom. Then the systematization of experiences goes much more there of being a methodology to compile the information of a process; it is the key moment at which the collective, local and construction actions of social and symbolic territories, reach a universal paper like being able against hegemonic. “To affirm that the Systematization tries to conceptualizar the practice it does not mean that always it is obtained, will depend on the wealth of the experience, of the rigor of the used procedures to recover it and to order it, as well as of the analytical and reflective capacity of that or who do it. Nevertheless; the possibility of arriving at conceptualizaciones exists, in as much the experiences send to facts, phenomena or social processes of character micro, but full of meaning for those who lives it directly; and for those who analyze them and reflect” (Ayllon, 2004).

The systematization like memory, as car form evaluation, to maintain and to project the educational work. The systematization of experiences has the capacity to be an option of construction of knowledge in a globalizado world, without falling in the game to locate the technology like the determining factor, on the contrary, recognizes the importance of the subjects, each one of the participants of the experiences. Through the systematization it is managed to put of ordered form the practical knowledge that it can be perceived disordered and dispersed at the moment of the experience. The systematization process also includes the lived intuitions and tenciones. It allows to remember and to recover experiences, knowledge and to reconstruct other that were believed clear and pertinent.

Like pedagogical strategy, considering that the knowledge is constructed socially, in the interrelation with the subjects, the exercise of the practices and with a political position before the educative act, the systematization of experiences is a form to obtain as much collective processes of construction of knowledge, as to implant alternative forms in that construction. The systematization of experiences is not simply to narrate what happened, but to construct from the experience, to synthesize

processes in a structure, after making an analysis of each one of its components.

From a perspective, the knowledge is constructed by means of the relation between theory and praxis. It is necessary to clarify that praxis exclusively does not talk about practical processes; but to the entailment of an individual to a collective and conscious process of transformation according to clear political positions. The theory, on the other hand, talks about the thought, to the capacity to abstract the material life in concepts to be analyzed and of that way to reach the understanding of the social thing. The memory is not a space destined to nostalgia or a space "museum"; it is a motor in the construction of the future, is active and necessary part in the reproduction of suitable traditional forms which one looks for, simultaneously that it allows the entrance of the new thing if is agreed to which it is constructed.

As far as the evaluativos processes, beyond the traditional process to judge if an action is "good or "bad"; the systematization of experiences tries a reflexividad space, in which each participant of the process understands so that of his actions, how the transformation processes occurred, towards where those processes occurred and what sense must live them. The evaluation is a little while of entailment between theory and practice, to include/understand what became and so that.

Finally it would be possible to be affirmed that so that a systematization is made it has changed in the measurement into which the same experiences are transformed. The systematization processes are determined by the context political and cultural partner in which it occurs. It is evident that so that of the systematization it is a determining question of the methodologies that are going away to use, of the objectives that sets out and therefore of the results. In this way it appears the systematization of experiences like a way to investigate from the same practice, and with the interest to position in the place of the pedagogical speech, the academic reflections and constructions that on her can be said and be done.

By all means to systematize means, among other things, to organize. The systematization does not try to order anyway; one is to reach understandings in the same process to organize, is a key part of the dialectic exercise of knowledge, is the moment of the synthesis.

On how it is made is necessity to make distinctions between knowing and the knowledge. We raised dialectic a temporary continuity and that goes of saberes to the knowledge, that always are taking place at the moment for making a systematization of experiences. That continuity proposes three essential lines in which it develops: the political ethics, the conceptual theoretician and the methodologic thing. The systematization of experiences gathers a complex process of knowledge production that, in opposite form to traditional science, it tries to maintain a constant relation between the human facets that enter game in any historical process. The integralidad is not a sum of parts but the construction of a knowledge device and transformation of the subjects and the context.

CONCLUSIONS

The pedagogical practice like fundamental aspect in the curricular understanding of the formativo process of the student, allows to see it not like an exercise or matter but of the curriculum, but like the moment at which the intentionalities articulate and make specific clearly, in which processes of transformation of the actors are generated who conform it: The student who is with concrete intentions in a specific scene, the knowledge, that corresponds to the accumulated ones of knowledge from which it establishes a relation with the world and the context or reality that is satisfied from the historical process that has had the human being in all its dimensions

The development of a practice requires of a loosening of all those models with which it has been itself developed during as much time teaching, since educational ones still exist many which they face and to look for to solve problems which they appear in his practice by means of the application of you formulate and techniques, as if teaching had some type of prescriptions to be applied in certain situations

The systematization he is made like pedagogical strategy, like memory, as car form evaluation, to maintain and to project the accumulated ones of the educational work. The systematization of experiences has the capacity to be an option of construction of knowledge in a globalizado world, without falling in the game to locate the technology like the determining factor, on the contrary, considering the importance of the subjects, of each one of the participants of the experiences.

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UNDERSTANDING CURRICULUM, TEACHING AND PRACTICE SYSTEMATIZATION PHYSICAL EDUCATION

Understand that all revolves around teaching practice involves entering the curriculum in the different looks that underlie the curriculum theory, taking into account that the curriculum is framed around relationships within and outside the school, where each of them influences the formation of a professional. However, in the training of graduates practical stage as a key element to make teachers has been reduced to a simple intervention that looks at the conceptual-theoretical fade into the routine of the class. Thus, as the University of Cundinamarca transversal proposal, implemented into the training of graduates in physical education activities centered curriculum for understanding and introducing a facilitator creating element, which has enabled its development differently dimensioned as to see and do in physical education teaching.

KEYWORDS: Understanding curriculum, teaching practices, physical education, systematization of experiences.

COMPRENDRE L'ÉDUCATION SYSTEMATISATION PROGRAMMES, ENSEIGNEMENT ET LA PRATIQUE PHYSIQUE

Comprendre que tous tourne autour de la pratique pédagogique implique d'entrer dans le programme d'études dans les différents regards qui sous-tendent la théorie du curriculum, en tenant compte du fait que le programme est articulé autour des relations au sein et en dehors de l'école, où chacun des les influences de la formation d'un professionnel. Cependant, dans la formation des diplômés stage pratique comme un élément clé pour rendre les enseignants a été réduit à une simple intervention qui ressemble à la décoloration conceptuel théorique dans la routine de la classe. Ainsi, comme l'Université de Cundinamarca proposition transversale, mis en œuvre dans la formation des diplômés dans des activités d'éducation physique curriculum centré pour la compréhension et l'introduction d'un élément facilitateur de créer, ce qui a permis son développement autrement dimensionné à voir et à faire dans l'enseignement d'éducation physique.

MOTS-CLÉS: curriculum entente, les pratiques d'enseignement, l'éducation physique, la systématisation des expériences.

COMPRENSIÓN CURRICULAR, SISTEMATIZACIÓN Y PRÁCTICA PEDAGÓGICA EN EDUCACIÓN FÍSICA

Comprender que toda práctica pedagógica gravita en torno al currículo implica adentrarse en las diversas miradas que subyacen en la teoría curricular, teniendo en cuenta que el currículo es un todo enmarcado en las relaciones existentes dentro y fuera de la institución escolar, en donde cada una de ellas influye en la conformación de un profesional. Sin embargo, en la formación de licenciados el escenario práctico como elemento fundamental del que hacer docente ha sido reducido a una simple intervención en el que las miradas conceptuales-teóricas se desvanecen en la cotidianidad de la clase. Es así, como la Universidad de Cundinamarca como propuesta transversal, ha implementado al interior de la formación de los licenciados en educación física acciones centradas para la comprensión curricular introduciendo un elemento creador y facilitador, que en su desarrollo ha posibilitado dimensionar de diferente manera la forma de ver y hacer docencia en educación física.

PALABRAS CLAVES: Comprensión curricular, práctica pedagógica, educación física, sistematización de experiencias.

COMPREENSÃO CURRICULAR, SYSTEMATIZATION E PRÁTICA PEDAGOGICAL EM EDUCAÇÃO FÍSICA

Compreende que toda a prática pedagogical gravitates em torno do currículo implica para se inscrever os cautelosos nos diversos que sublie na teoria curricular, considerando que o currículo é moldado toda nas relações existentes dentro e fora da instituição scholastic, em onde cada delas influências no conformation de um profissional. Não obstante, na formação dos advogados a cena prática gosta do del fundamental do elemento que para fazer educacional foi reduzida a uma intervenção simples em que os glances conceptual-teóricos desaparecem no cotidianidad da classe. É assim, como a universidade de Cundinamarca como a proposta de seção transversal, executou ao interior da formação dos advogados nas ações da educação física centradas para a compreensão curricular que introduz um elemento creativo e do facilitador, que em seu desenvolvimento faça possível determinar as proporções da maneira diferente o formulário ver e fazer o ensino na educação física.

PALAVRAS CHAVES: Compreensão Curricular, prática pedagogical, educação física, systematization das experiências.