69 - CONTRIBUTIONS TO THE WORK OF MORAL VALUES IN PHYSICAL EDUCATION FROM TEACHER´S ATTITUDE

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INTRODUCTION

Physical education as formative in values is a topic that has not skipped the fracture between theoretical and practical knowledge. Though there are many researches that describe what to take into account to form in values, almost all of them have a theorical approach, avoiding getting in the practical field about this topic. The ones that do work with a practical approach offer methodological resources thought for classroom more than for the playground activities.

The idea of this article is to compile bibliography about the topic, from our cultural approach and from there, to establish didactical tools that could be applied during formal education as long as the teacher is aware of its impact. This professional's consciousness is needed in order to build attitudes that will generate a positive response in the students during lessons.

Lately, teaching in physical education has been more worried about instructing how to throw and kick than about the formation in attitudes and moral values, at least in an explicit, intentional and systematic way (Sebastiani Obrador, 2007). It turns out to be evident that it is easier to teach how to throw than to be autonomous, disciplined and tolerant.

Through the last years, the humanist mark in physical education has realized that the aim of it is forming the people in an integral way, putting the accent in the importance, not only of the cognitive and procedural contents of the practices, but also in the attitudes that the students have during lessons.

CONCEPT

Nowadays, the Word “value” is understood in many ways and has multiple uses. Thousands of definitions appear when searching about this topic, but in this article it will only be understood in a way that the reader understands what the concept stands for.

An approach to the concept of values states that they are abstract ideals that represent ideal models of behavior. (Bolívar Botia, 1992). According to Prat Grau y Soler Prat (2003), it can also be affirmed that values respond to states of existence and specific types of behavior, as well as desirable states of behavior to get certain goals, being a very important part of someone's personality and determining an identity and a style.

For this article the term “values” understood from morality is defined as those abstract ideals that are observable in behavior, attitudes and states of a certain subject, pretending that they are desirable related to a social ideal.

That is the reason why the point of view that the professor has on education will determine which values he will work during lessons. The ideals that the institution pretends from it's students is also important. In general terms, these will respond to an ethical maxim in which everything that is done must be expectable and realizable for another person.

VALUES AS CONTENT

Now, if we take into account that values as visible content are in student's attitudes, is it possible to say that attitudes are ruled by formation in values only? Carranza and Mora (2003) say about the attitudes that they are conformed by affective, cognitive and comportamental aspects, but at the same time, values appear in attitudes as a clear and visible component, being this the reason why it is so important to see how a student behaves during lessons, not only in the physical aspect but also in social and personal aspects.

Continuing with the description of values, we can realize about something that evidently is at the background of what has been said, and it's the fact that the values as content itself are part of hidden contents. This is an important consideration to be made because as hidden contents everything that is taught can be understood in the practical experience without any planning, and many times, without a conscious awareness about that. (Sanjurjo and Vera, 1994). It is possible to say that we teach trough intentional teaching.

From this definition then, values are not part of the content that professors generally plan for lessons, and thus value as content, in general, exceeds any planning that the professor can make. As an example, during a jumping class values are also taught, or even in lessons in which the professor prepared for improving techniques; the definition itself of hidden contents that includes the concept of values says that these are present in the moment of teaching, being clear that not only planned contents appear in our lessons as a teaching object, but also values. Its teaching comes from the attitudes of the professor, as will be explained later on, that will work as a model for the students.

According to this matter, many times the professors are not conscious about the level of impact that can have the ways in which he leads his lessons.

The challenge would be to see how teaching in values and explicit contents (and expected in a physical education class) are mixed up in a lesson going from the attitude of the professor, being that something to take into account in order to start working.

Most importantly, physical education lessons, as long as there is awareness of the importance of values, can be a mean for student's reflection, and at the same time, reflection itself can be a mean to teaching in values, putting them in practice. (Gutiérrez Sanmartín, 2003). That is the reason why, problematical situations that come along in lessons are a good excuse to lead to reflection, to promote the development of moral reasoning. Moral development must be built in successive stages from the evolution of moral judgement. (Fraile and cols, 2008).

THE PRACTICE OF VALUES

To put in practice the practice of values, it may be thought that the best is to give a series of activities to be able to work on them. Contrarily to what is expected, far from presenting specific activities, what is needed is to get the tools that the professor has to think of when preparing and giving lessons, and he or she has to put in practice in the practice itself. These tools come from

how he or she stands up in front of a class, beyond the contents that are being worked, because all kind of explicit content could be an excuse to work values if there is awareness about that possibility.

Pedagogic strategies that the professor establishes when thinking how to teach a lesson will be determinant in how he influences the adoption of values in the students, because what is important to work and control are the attitudes and behaviors, not only from the students but also from the professor.

Although nowadays physical activity is getting more value, there is a fact that can never be forgotten: that depending on how the professor dictates the lesson, the student can generate like or dislike. This proves that the behavior of the professor is fundamental, and it is even more if we talk about values because he can make mistakes on “what” but it will not be easy to come back from a mistake on “how”.

Having seen that the conflict for teaching in values relies on what the professor does and does not do during lessons; is it possible to determine a standardized an determining way of achieving ethically constructive lessons? The answer is no. something to be learnt in the professor's profession is that there are no recipes. (Gutiérrez Sanmartín, 2003). This is why this article will result in a guide for the physical education teacher that looks for lessons that consider the student's behavior, attitudes, social and individual values.

The physical education teachers are not always conscious about the moral potentiality of their actions (Jackson, Boostrom and Hansen, 1993). They influence the way the students see themselves and others, in corporal, psychical and attitudinal aspects. The lessons affect the way they value and seek for learning, and set the basis for permanent thinking habits, modulate the opinion and develop the taste, helping generate fondness or aversion, contributing to the formation of character, and in some cases it may also become a corruptive element.

It could be said that the lessons are implicitly concerned about students in moral terms. A clear example is when the efforts to eradicate bad attitudes and influences emerge. When these efforts are successful, the professors are basically good people, decided to act for the wellbeing of their students. Being this the situation, we could hope that a part of this goodness of the professor would be contagious or at least would manifest in the students; beyond the expectances of the professor. About this, Jackson, Boostrom and Hansen say that “the structure of a school can have moral premises incorporated with no conscious intentionality from the actors” (1993: 16). Following this, it can be seen that when the topic is values, the education can be outside what is thought to be happening. That is why it is fundamental to observe what happens in a lesson and put it through judgment.

For the physical education professor will be important to achieve a correct relationship with their students, not only for the formation in ethics and discipline, but also for its internalization. It is much more likely that the students will listen to the adults with whom they have established a relationship based on care and trust (Noddings, 2002).

ACTIONS THAT EDUCATE IN VALUES

Now, there's a question coming along: are there actions to be considered by the professor to put into practice during lessons that will lead him to work with values? Which are them?

Education in values in physical education can be found in different categories of actions that will be useful for the teacher as tools where to put an accent in the practice (Jackson, Boostrom and Hansen, 1993):

Category I - spontaneous introduction of moral comments in the activity in course.

In this category there are situations in which the professors introduce moral topics that have to do with the lesson or the activity in course. Sometimes, this introduction is motivated by a transgression of moral behavior, that can't be ignored, for example the stealing of belongings, or an action of cruelty or lack of sportive ethics in the sports playground. In these dramatic situations and often perturbing, the professor can interrupt the activity and proceed to talk about the incident with all the class, and at the same time, express his or her own felling of consternation, deception, sorrow and sadness. On the opposite side, when it comes to react to an example behavior, the ideal would be to respond with a complimentary action, through rewarding comments such as: “well done!” or “it is clear that you are paying attention”, and others.

In this item, dialogue appears to be an important resource. It will allow reflection during lessons, mostly on the attitudes that are presented. Dialogue and explanation about “why” are the tools that, when it comes to conflictive situations, allow the professor to give an account on the values that are pretended to be worked. Independently of putting a name on the values that are and aren't looked for; or not; the professor has to expect the students to respect the ethical parameters to which he or she responds to as a subject inserted in a society.

It has to be reminded that the student's acquisition of the notions of what's good and bad starts to be developed when the professor makes an intervention on the definition of correct and incorrect attitudes in the playground. This may only be established thinking about dialogue, because the decisions that are made have to be justified, and the possibility for discussion must be opened, so that the lessons will also be democratic.

Category II - Norms and regulations in class.

Norms and regulations considered essential for behavior and wellbeing must be communicated to all the participants at the beginning of the school year or at the beginning of an activity, because, when the time comes, it cannot be pretended that someone will get punished for breaking a rule that was not established before. Determine what to do and what not to do, going from the general aspects: being good to classmates, to the concrete aspects: listening in classes.

No matter how simple the rules sound when they are expressed in words: “pay attention”, “don't fight” “raise your hand whenever you want to talk”, it may be more complicated to understand them in practice. This is in part because it's not always evident that the rules are applied with coherence, for example, sometimes the professor doesn't see the lack of attention in the students, and sometimes he does.

It can be said that rules are often superficial manifestations of more general moral principles that reflect the vision of the professor on his/her own role in the playground intervening towards the bad behavior in two ways: through direct reaction, that would be stopping the manifestation of bad behavior; and indirect reaction, to explain the students the consequences of the behavior and get the rational comprehension.

Norms are the visible parts founded in values and attitudes that the professor considers to be desirable. Learning them can also be possible in a vivid way in the playground. Values are learnt in what is normal for the students, in a day by day basis, not in isolated lessons that may be contradictory and far from the students' social context.

What is interesting about physical education is that not only norms of coexistence have value, but also the norms and rules of game. The single fact of determining a space to play wants to put a frame for the students in an environment where he has to put in practice his values with everyone else. If he or she plays outside the limits, it's not valid, so he or she is not part of the society that is playing. This is what implicitly has a moral message.

On another hand, something to be considered is an educational paradox reflected in the following statement of Noddings. “modalities of the education of the character that put an accent in norms of a community and or in the personal virtue take the risk of forming individuals with feelings of moral superiority that make a divisor line between them and the others, between them and other people whose values and ways of living are considered inferior; this may also generate certain ways of hypocrisy and exaggerated obedience towards authority” (2002:86).

Category III - Expressive morality during lessons.

The last category that indicates where we can find transmission of values in a physical education class is the one that is dependent on the teacher's expression and the moral messages that they transmit. The professors' facial and postural expression is particularly interesting from a moral point of view because it communicates value –good or bad- of what happens. The look of goodness, impatience, good mood, severity, disbelief, indignation, compassion, discouragement, disapproval, delight, admiration, suspicion, skepticism are part of the normal expressions repertory of the professor that often are in practice when giving lessons or coordinating activities. Many times those looks are mixed with gestures and postures that make its meaning more explicit.

CONCLUSIONS

When approaching the values it is clear that the first tool to work is the attitude of the professor towards the students assuming that the image that he exposes in lessons is the image in which the students will see themselves reflected.

To understand education this way and pretending to stimulate certain attitudes and values are duties of a humanistic education that is easier to laud than to put in practice. However, it is important not to stop trying from the confidence in ourselves criteria, self-reflection and dignity as compromised people.

Actions through which the professor can work values making them part of his/her own lifestyles are at the same time three interventional moments: moral comments, establishment of norms and corporal expression. The physical education professor always has to take these actions into account towards the ethical education, being possible to say that this is needed feature for a good professor.

Ideal moments to form in values are the conflicts. And there is nothing better than physical education lessons in which all kinds of interaction between students can generate a huge number of conflictive moments. The professor can take advantage of these moments to make his/her interventions and to make the students express their opinions, where the professor can act as a mediator.

The activities that specifically work values do not have importance for this article because any activity can work as an excuse to put the accent on attitudinal contents if the professor has that intention. Besides, the fact that values are worked in a whole and not one by one (due to the fact that in an activity may appear lots of values) makes the approach of concrete activities useless for this topic.

Getting consciousness on approach of values is a good point to take active part and putting our bodies in lesson, always thinking about the evolutionary moment of the students and respecting the learning moments of each.

Finally this article wills to express the need of incorporation of a transportation values model built from the consciousness about its importance. It cannot be affirmed the universality a single and unique moral education model, thus, dialogue should never be interrupted with students and colleagues to get new consensus that would allow the development of physical education.

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CONTRIBUTIONS TO THE WORK OF MORAL VALUES IN PHYSICAL EDUCATION FROM TEACHER´S ATTITUDE

ABSTRACT

The aim of this article is to contribute with didactical tools for the practice of moral values in physical education lessons, from a longitudinal approach, which is taking into account all the period of a person's formal education. The article pays attention to the fact that education in values in and through physical education begins in the attitudes and actions that the professor does and does not, assuming that he or she is the main model that the students will follow. That is the reason why, far

from suggesting specific activities to work with certain values, the article offers answers about the things that the professor has to take into account to make he's lessons leave a strong mark in values, passing through all the educational levels. The article is structured in two parts: in the first part a definition and theorical approach about values is described. In the second part some didactical tools are offered for the physical education professor to take into account when it comes to give lessons. The article is monographic; it analyses information from multiple bibliographic sources specialized in the topic, complemented with interviews to specialized professionals.

KEYWORDS: values, education, didactical tools

CONTRIBUTIONS POUR LE TRAVAIL SUR VALEURS MORAUX EN ÉDUCATION PHYSIQUE A PARTIR DE L'ATTITUDE D'ENSEIGNEMENT

RÉSUMÉ

Le présent article vise à fournir des outils pédagogiques pour la pratique des valeurs moraux dans les classes d'éducation physique, avec une approche longitudinal, c'est-à-dire qu'on prend en considération toute la période de scolarité des personnes. Le article fait attention sur le fait que l'éducation aux valeurs dans et à travers l'éducation physique part des attitudes et des actions que l'enseignant fait et ne fait pas, en supposant qu'il est le modèle principal pour les étudiants. Pour cela, plutôt que de poser des activités spécifiques pour travailler certaines valeurs, ce que le travail fournit est ce qui importe les professeurs pour que leurs classes et leurs actions aient une forte empreinte sur les valeurs, passant sur tous les niveaux d'enseignement. Le article est structuré de telle sorte que la première partie parle de valeurs, en donnant une définition d'eux et dans une deuxième partie présente les outils pédagogiques que les professeurs d'éducation physique devraient tenir en compte en donnant leur classe. Le article, de caractère monographique, analyse informations provenant de sources multiples de littérature spécialisée sur le sujet qui est en cours d'étude, es est complémenté avec entretiens á des professionnels spécialisés.

MOTS-CLÉS: valeurs, éducation, outils pédagogiques.

APORTES PARA EL TRABAJO DE VALORES MORALES EN EDUCACIÓN FÍSICA A PARTIR DE LA ACTITUD DOCENTE.

RESUMEN

El presente artículo tiene como objetivo aportar herramientas didácticas para la práctica de valores morales en las clases de Educación Física, desde un enfoque longitudinal, entendiéndose por esto a todo el periodo de educación formal de las personas.El mismo hace hincapié en que la educación en valores en y a través de la Educación Física parte de las actitudes y acciones que el profesor haga y deje de hacer, asumiendo que es el principal modelo a seguir por parte de los alumnos. Por esto es que lejos de plantear actividades específicas para trabajar determinados valores, lo que ofrece el trabajo es qué cuestiones el profesor debe tener en cuenta para que sus clases y sus acciones tengan una impronta fuerte en valores, pasando sobre todos los niveles educativos. El artículo está estructurado de tal manera que en la primera parte se habla sobre los valores, dando una definición de ellos y en una segunda parte se ofrecen las herramientas didácticas que el profesor de Educación Física debe tener en cuenta a la hora de dar su clase. El artículo, de carácter monográfico, analiza información de múltiples fuentes bibliográficas especializadas en el tema que es objeto de estudio, complementadas, además, con entrevistas a profesionales especializados.

PALABRAS CLAVE: valores, educación, herramientas didácticas.

CONTRIBUIÇÕES PARA TRABALHAR OS VALORES MORAIS EM EDUCAÇÃO FÍSICA A PARTIR DA ATITUDE DO PROFESSOR

RESUMO

O presente artigo tem como objetivo fornecer ferramentas didáticas para a prática de valores morais nas aulas de Educação Física, a partir de uma abordagem longitudinal, sendo entendido este como todo o período de educação formal das pessoas. O mesmo enfatiza em que a educação em valores na e através da Educação Física começam das atitudes que o professor faz e não faz, assumindo que é o principal modelo para os alunos. Ao invés de posar atividades específicas para trabalhar certos valores, o que apresenta o trabalho é qué questões o professor deve considerar para suas aulas e suas ações têm uma forte marca em valores, passando por todos os níveis de ensino. O artigo está estruturado de modo que a primeira parte fala sobre valores, dando uma definição deles e numa segunda parte apresenta as ferramentas educacionais que o professor de Educação Física deve ter em mente ao ensinar. O artigo, de caráter monográfico, analisa informações de fontes múltiplas sobre o assunto que está sendo estudado, complementada com entrevistas a profissionais especializados.

PALAVRAS CHAVE: valores, educação, ferramentas didáticas.