75 - HUMAN MOTRICITY SCIENCE(HMS), MOTOR ACTIVITIES INTO THE NATURE AND THE PROFESSIONAL FORMATION IN PHYSICAL EDUCATION PEDAGOGY COURSE IN THE AUTÓNOMA UNIVERSITY OF CHILE, CAMPUS TALCA.

MOACYR PORTES JUNIOR;
EUGENIO MERELLANO NAVARRO;
FRANCISCO OVIEDO SILVA;
KARINA MORALES SANDOVAL
Docentes, Universidade Autônoma do Chile, sede Talca, Chile.
mportesj@uautonoma.cl

INTRODUCTION

In accordance with research carried through (Yotti'kingsley et al., 2009) had established diverse reasons to foment the practical one of activities in the natural environments, justifying the benefit that these have, in the prevention of diverse pathologies that attack the current society.

Results had presented that, to have access the natural environments, stimulate the physical activity; y the practical one of physical activity has resulted positive recognized on the organic systems in the human being. (Carvalho, Nóbrega, Lazzoli, Magni, Rezende, Drummond, Oliveira, De Rose, Araújo, Teixeira, 1996; Krug, Marchesan, Conceição, Mazo, Antunes, Romitti, 2011; Albuquerque-Seín, Barbeioro-Mariano, Brandão-Santana, Rebelatto, Rebelatto, 2012; Rodrigues; João; Gallani; Cornélio; Alexandre, 2013)

The relation of the man with the nature is ratified in the perspective of the Human Motricity Science (Morin, 1999), when it mentions to the search of the humanization and the direction to belong (Morin and Vallejo-Gomez, 1999) related with the recovery of positive states in the dimensions that form this human being, in its bio-psyc-socials aspects, moral-practical. (Sergio, 1996; Trigo y Montoya, 2006 y 2009; ; Bueno 2010; Rabelo, 2010; Rosa &Carvalhinho, 2012)

Activities in contact with the nature are in the resume of the Physical Education pertaining to school Chilean as obligator content. The teacher responsibility in this context is to favor "the exploration and the discovery of a little habitual environment, harnessing and favoring the global and integral development of its personality, at the same time that it allows to develop social attitudes and values, that complete its formation as to be adult". (Saints y Sicily, 2009:153) But some research has proven that the inserted professors in the pertaining to school context are few, who give the real value that these activities deserve. (Castillo & Almonacid, 2012; Letelier, Pear tree, Saldaña & Valdés, 2011)

METHODOLOGY

The objectives of this study had been to verify if the professional futures are capable of: to identify to characteristics and objectives of the activities in the Nature, that are contents of the area for the resume of the course of Physical Education Pedagogy, of the Autónoma University of Chile, campus Talca, Chile; to relate characteristics and objectives of the Motor Activities in Contact with the Nature (MACN), the beddings of the Human Motricity Science, as for the bio-psyc-socials aspects of the human being; to prove the understanding that the students have of the relations between Motor Activities in Contact with the Nature and the Human Motricity; to analyze as the students of Physical Education they understand the transformation of these disciplinary knowledge in teaching knowledge.

The collection of data instrument was a questionnaire with three open questions: 1. Which are the objectives of the Motor Activities in Contact with the Nature, in relation to the bio-psico-socials aspects? 2. That relations have these objectives with the beddings of the Human Motricity Science? 3. How you can transform these disciplinary knowledge in teaching knowledge?

The sample consisted of 34 citizens, that had attended a course discipline it of Motor Activities in Contact with the Nature and that they were in the process of Practical Professionals (period of training), during the year of 2013. The analysis of the data was made from an adaptation proposal for Simões (1994) for the technique of Analysis of Evaluative Assertion de Osgood, Saporta, &NunnallyemBardin (1977, In: Simões, 1994).

RESULTS

In the schedule 1the percentage of the sample subjects can be observed that had cited pointers related to the established categories.

CATEGORY	Question 1 – % of the subjects that named	Question 2 – % of the subjects that named
Conscience with the Natural Environment	58,82%	2,94%
Relationally	32,35%	29,41%
Whole Integral	44,11%	20,58%
Curricular Experiences	41,17%	35,29%
Whole Emotional	20,58%	26,47%
Personal Growth	44,11%	32,35%
Nature Care	44,11%	17,64%
Didactic of the das MACN	44,11%	35,29%

Schedule 1, percentage of subjects of the sample, that had named pointers related to the established categories.

In the schedule 2 the directions established for the definition of the categories for this question are presented.

Category	Understanding
Relevance Understanding	To incorporate in the students the connection with the natural environment
Outdoors Activities	Understanding these as all action or activities that if carry through outside of the educative center
Curricular Aspects	Taking as curricular base the national reference
Playful-transversal Activities	Relating the Playful one as Transversal To ol
Lines since the Conceptual	Theoretical Education, expose of the content
To Contextualize	Contextualize activities of the content
Share since the Recreation	Use of the MACN as recreational activities
Learning Significant	Since the conscience and transcend of the shared contents
Since the Collective one	Activities that intent learning since the interaction enters the citizens
Suggestions of the Activities	Suggestions of activities that characterize the practical application
Objectives of the Methodologies	Pointers observed for verification of adequate methodological application

Schedule 2 that describe each category with the means express for the searched subjects.

From the understanding of these categories, the pointers you deliver for the subjects, had been express in schedule 3, the presented percentages.

Category	Percent of the Subjects that named
Relevance Understanding	17,64%
Outdoors Activities	47,05%
Curricular Aspects	8,82%
Playful-transversal Activities	20,58%
Lines since the Conceptual	11,76%
To Contextualize	5,88%
Share since the Recreation	20,58%
Learning Significant	41,17%
Since the Collective one	26,47%
Suggestions of the Activities	5,88%
Objectives of the Methodologies	11,76%

Schedule 3, percentages of the sample that named pointers related to the established categories.

QUARRELS AND CONCLUSIONS

Since the inquired one, were proven that the students declare that the objectives of the MACN, are related to:

- Well-taken care of/Conscience to the Nature.
- Social personal Development//humanization of the human being.
- Is curricular part of the national reference for the integral development of the human being.

Considering the relation of the MACN with the beddings of the HMS, the students they understand that:

- Development of the individual-collective-humanization triad of the human being, is central to the moment to base the actions, reflection and argument of the activities in these ways.
- To become part and to complement referring curricular the national one for the integral development of the human being, valuing the speech and making of this an educative experience of transcendence.

Reflecting in relation to the beddings of the HMC, when mentions to the humanization of the human being, the students agree that:

- The natural way offers by itself, a generating of learning with meaning and felt environment for the participants, through activities that surpass the contents stipulated in the resumes, if not that they point to the human development.

Verifying how the students of the sample can transform these knowledge to discipline in knowledge you taught, that it means as they can apply in practical the MACN, the perception of the professional action in this direction, is related:

- Activities to the outdoors.
- Significant Learning.

The consideration of adjusted spaces, games, pertinent moments of reflection and contents, are key for the transcendence of this unit. (Buñuel, Viera and Garci'a, 2009) What it indicates that, to have a significant learning (Ausubel, 1983), the professor must search situations pedagogical that provide to real experiences and in which the students can find sensible (intrinsic value) for its practical life - present and future - constructing meanings that can contribute its personal development. Also, to obtain educative experiences of quality, that generate authentic income, placing the students in self actions more active than they promote the learning cooperative.

One in accordance with concludes that the students had understood the “heart” of the MACN, the principles of the HMS: humanization of the human being. And that this understanding is connected the components that only exceed the physicist, emphasized for many politics of promotion to the activities in contact with the nature, when they relate the participation, in these activities, only the aspects of development of variables related to the physical health.

It is verified that the professional futures understand that the participation in these activities, established with firm and solid proposals, reaches what if it determines for the educational process, and that it is ratified by the HMS: the humanization of the human being, its integral development.

REFERENCES

ALBURQUERQUE-SENDÍN, F.; BARBERIO-MARIANO, E.; BRANDÃO-SANTANA, N.; REBELATTO, D.A.N.; REBELATTO, J.R.Effects of an adapted physical activity program on the physical condition of elderly women: an analysis of efficiency, Rev. bras. fisioter. vol.16 no.4 São Carlos Jul./Aug. 2012 Epub June 14, 2012.

AUSUBEL, N.H. Psicología Educativa: Un punto de vista cognoscitivo, 2° ed., TRILLAS: México, 1983.

BUENO, F. P. Vivências com a natureza: uma proposta de Educação Ambiental para o uso público em Unidades de Conservação. Revista Brasileira de Ecoturismo, São Paulo, v.3, n.1, pp.61-78, 2010.

BUÑUEL, P. S.-L.; VIERA, E. C.; GARCÍA, C. C. Didáctica de la educación física escolar. Wanceulen: Educación Física Digital, n. 5, p. 3, 2009. ISSN 1885-5873.

CARVALHO,T. DE; NÓBREGA, A.C.L.DA; LAZZOLI, J.K.; MAGNI, J.R.T.; REZENDE, L.; DRUMMOND, F.A.; OLIVEIRA, M.A.B. DE; DE ROSE, E.H.; ARAÚJO, C.G.S. DE; TEIXEIRA, J.A.C. Posição oficial da Sociedade Brasileira de Medicina do Esporte: atividade física e saúde. RevBrasMedEsporte, v.2, n.4, Out/Dez, 1996.

CASTILLO F; ALMONACID A, Las Actividades en la Naturaleza en la formación inicial, Revista Educacao e Pesquisa, Vol. 38 03, Sao Paulo, Jul./Sept. 2012. Ppt. 667-681

KRUG, R DE R.; MARCHESAN, M.; CONCEIÇÃO, J.C.R. DA; MAZO, G.Z.; ANTUNES, G.A.; ROMITTI, J.C. Contribuições da caminhada como atividade física. licere, belo horizonte, V.14, n.4, dez.2011.

LETELIER J; PEREIRA F; SALDAÑA J; & VALDÉS F, Indagación del Rol Educativo de las Actividades Motrices de Contacto con la Naturaleza y de Aventura, desde la perspectiva de los Docentes en los Colegios Salesianos de Talca, Camilo Henríquez, Los Agustinos y Escuela Básica San Rafael. 2011. Tesis (Licenciado en educación) - Facultad de Educación, Universidad Autónoma de Chile, Talca, 2011

MORIN, E. La cabeza bien puesta. Repensar la reforma. Reformar el pensamiento, v. 2, 1999.

MORIN, E.; VALLEJO-GOMEZ, M. Los siete saberes necesarios para la educación del futuro. Unesco París, 1999. ISBN 9687474076.

RABELO, D.L. O Ecoturismo como experiência e prática de liberdade. Revista Brasileira de Ecoturismo, São Paulo, v.3, n.1, p.11-22, 2010.

RODRIGUES R.C.M.; SÃO-JOÃO, T.M., GALLANI, M.C.B.J.; CORNÉLIO, M.E.; ALEXANDRE, N.M.C."Programa Coração em Movimento": intervenção para promover atividade física entre pacientes com doença arterial coronária. Rev. Latino-Am. Enfermagem, 21(Spec):[11 telas], jan.-fev., 2013.

ROSA, P.F.; CARVALHINHO, L.A.D. A educação ambiental e o desporto na natureza:Uma reflexão crítica sobre os novos paradigmas da educação ambiental e o potencial do desporto como metodologia de ensino, Movimento, Porto Alegre, v. 18, n. 03, p. 259-280, jul/set. 2012.

SANTOS M; SICILIA A. Actividades físicas extraescolares, una propuesta alternativa, Indepublicaciones, Barcelona, 2009.

SERGIO, M. Epistemología da Motricidade Humana. Lisboa: Edições FMH, 1996.

SIMÕES, R. Corporeidade e terceira idade: a marginalização do corpo idoso: Editora Unimep, 1994.

TAHARA, A.K.; CARNICELLI FILHO, S. Atividades Físicas de Aventura na Natureza (AFAN) e academias de ginástica: motivos de aderência e benefícios advindos da prática. Movimento, v.15, n.3, 2009.

TRIGO, E.; MONTOYA, H. Teorías que fundamentan la Ciencia de la Motricidad Humana. IV Coloquio Internacional de Pedagogía y Currículo, 2006.

TRIGO, E.; MONTOYA, H. Motricidad Humana: política, teorías y vivencias, España-Colombia: Léeme, Instituto Internacional del Saber, 2009.

YOTTI'KINGSLEY, J. et al. "If the land is healthy… it makes the people healthy": The relationship between caring for Country and health for the Yorta Yorta Nation, Boonwurrung and Bangerang Tribes. Health & Place, v. 15, n. 1, p. 291-299, 2009. ISSN 1353-8292.

Passaje Super Bom, caminho a Tanilvoro, 9C Mariposas,
Chillan, 378-0000 Chile.
e-mail: mportesj@uautonoma.cl

HUMAN MOTRICITY SCIENCE(HMS), MOTOR ACTIVITIES INTO THE NATURE AND THE PROFESSIONAL FORMATION IN PHYSICAL EDUCATION PEDAGOGY COURSE IN THE AUTÓNOMA UNIVERSITY OF CHILE, CAMPUS TALCA.

ABSTRACT

The professional formation in activities in contact with the nature, has a basic paper in the Chilean society, because is part as obligator content of the programs of Physical Education and is part of the public politics in health care and the promotion of the national tourism. The objectives of this study had been to verify if the professional formation of the students of the University Autónoma of Chile, Talca campus, is reaching the necessities and requirements for area in understanding the objectives, relating with the HMS and the professional action. The instrument of collection of data was a questionnaire with opened questions, one for each objective of the study. The sample was composed for 34 subjects in professional practical and that already they had attended a course in disciplines that had relative to the area. The results show that the future professionals understand the objectives of the activities, relate directly with the basic principles of the HMS and are capable to transform discipline knowledge in taught knowledge.

KEY WORDS: activities in contact with the nature; human motricity science; professional formation

SCIENCE DE LA MOTRICITE HUMAINE(SMH), ACTIVITES MOTRICES DANS CONTACT AVEC LA NATURE ET LA FORMATION PROFESSIONNELLE EN LE COURS DE PEDAGOGIE DANS ÉDUCATION PHYSIQUE DE L'UNIVERSITE INDEPENDANTE DU CHILI, LE SIEGE TALCA.

RÉSUMÉ

La formation professionnelle dans des activités dans contact avec la nature, a un papier fondamental dans la société chilienne, parce qu'il fait partie mange contenu obligatoire des programmes d'Éducation Physique et fait partie des politiques publiques des soins de la santé et de l'encouragement du tourisme national. Les objectifs de cette étude ont été vérifier si la formation professionnelle des étudiants de l'Université Indépendante du Chili, du siège Talca, atteint les nécessités et les exigences pour secteur à comprendre les objectifs, rapporter avec CMH et l'action professionnelle. L'instrument de se rassemble de données a été un questionnaire avec des questions ouvertes, un pour chaque objectif de l'étude. L'échantillon se composait de 34 sujets dans pratique professionnelle et que déjà ils navigation la discipline concernant le sujet. Les résultats montrent que les avenirs professionnels comprennent les objectifs des activités, se rapportent directement avec les principes fondamentaux de CMH et sont capables de transformer des connaissances disciplinaires dans des connaissances enseigniez.

MOTSCLÉS: activitésencontactaveclanature ; lasciencehumaine de Motricity; formationprofessionnelle.

CIENCIA DE LA MOTRICIDAD HUMANA (CMH), ACTIVIDADES MOTORAS EN CONTACTO CON LA NATURALEZA Y LA FORMACIÓN PROFESIONAL EN LA CARRERA DE PEDAGOGÍA EN EDUCACIÓN FÍSICA DE LA UNIVERSIDAD AUTÓNOMA DE CHILE, SEDE TALCA.

RESUMEN

La formación profesional en actividades en contacto con la naturaleza, tiene un papel fundamental en la sociedad chilena, porque hace parte como contenido obligatorio de los programas de Educación Física y hace parte de las políticas públicas del cuidado de la salud y del fomento del turismo nacional. Los objetivos de este estudio fueron verificar si la formación profesional de los estudiantes de la Universidad Autónoma de Chile, sede Talca, está alcanzando las necesidades y exigencias para el área en comprender los objetivos, relacionar con la CMH y la acción profesional. El instrumento de recolección de datos fue un cuestionario con preguntas abiertas, una para cada objetivo del estudio. La muestra estaba compuesta por 34 sujetos en práctica profesional y que ya habían cursado la asignatura relativa al tema. Los resultados muestran que los futuros profesionales comprenden los objetivos de las actividades, relacionan directamente con los principios fundamentales de la CMH y son capaces de transformar conocimientos disciplinarios en conocimientos enseñables.

PALABRAS-CLAVES:actividades en contacto con la naturaleza; ciencia de la motricidad humana; formación profesional.

CIÊNCIA DA MOTRICIDADE HUMANA (CMH), ATIVIDADES MOTORAS EM CONTATO COM A NATUREZA E A FORMAÇÃO PROFISSIONAL NO CURSO DE PEDAGOGIA EM EDUCAÇÃO FÍSICA DA UNIVERSIDADE AUTÔNOMA DO CHILE, SEDE TALCA.

RESUMO

A formação profissional em atividades em contato com a natureza, tem um papel fundamental na sociedade chilena, porque faz parte como conteúdo obrigatório dos programas de Educação Física e faz parte das políticas públicas do cuidado da saúde e do fomento do turismo nacional. Os objetivos deste estudo foram verificar se a formação profissional dos estudantes da Universidade Autônoma do Chile, sede Talca, está alcançando as necessidades e exigências para área em compreender os objetivos, relacionar com a CMH e a ação profissional. O instrumento de coleta de dados foi um questionário com perguntas abertas, uma para cada objetivo do estudo. A mostra estava composta por 34 sujeitos em prática profissional e que já haviam cursado a disciplina relativa ao tema. Os resultados mostram que os futuros profissionais compreendem os objetivos das atividades, relacionam diretamente com os princípios fundamentais da CMH e são capazes de transformar conhecimentos disciplinares em conhecimentos ensináveis.

PALAVRAS-CHAVES:Atividades em Contato com a Natureza; Ciencia da Motricidade Humana; Formação Profissional.