177 - THE SEARCH FOR PRESERVATION OF CULTURE OF THE GAMES OF THE ORIGINATING PEOPLE IN CHILE

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Introduction

The Chilean history is marked by the presence of the culture and society of indigenous peoples, among them the Mapuche people, also called Araucanian, which constitutes an ethnic group composed of various groups which shared a common social structure. To this day remain the Mapuches as a legacy to the Chilean society. In Chile there are public and cultural policies that seek to preserve cultural traditions, because it recognizes their importance for maintaining this society. (Bocara, 1998; Bengoa, 2003; Zúñiga, 2006; Bandieri, 2005)

The Mapuche culture has traditions related to the games, they were - and are - used in education and training of new generations and also as a way to perpetuate the cultural traditions of the ancient knowledge of the people. (Bello Hernandez & Milagros Flores, 1997) These games have characteristics and motor requirements and making an analysis of the structure of these games, one can find important tools to contribute to the development of children, and stimulate the development of physical and neurobehavioral (Pérez Gallardo, 2004), and motor skills of those who participate in them. (Manquilef, 1914. Latcham, 1924; Valdebenito, 1975; Salazar & Pinto, 1999; Bengoa, 1996, 2000,2003)

The Chilean curriculum referring establishes possibilities of using activities and games of social culture, as part of the School Physical Education content and the maintenance of cultural identity. (Chile, 2013)

The objective of this study was to evaluate the feasibility of integrating the Mapuche culture of games in the basic education curriculum for Physical Education from an analytical study of the Mapuche games, to see if they have consistency with the objectives and content established by the related national curriculum.

Methodology

Qualitative research, analytic, descriptive (Hernández Sampieri, et al, 2010). Through data collection and the study of history and the Mapuche games, it was decided to build analytical tables of the structure of games and curricular compatibility.

For the analysis of game structure was used as base building analysis instrument, game structuring guidelines presented by Carnevale (2014), Chacon (2008), Rivero (2009), and Romero (2007), which present educational and pedagogical goals of the game, as well as guidelines on how to structure a game, and what features should have the games to achieve educational goals from them.

It also considered what is presented as a structure of an activity to a class, the General Teaching references and Teaching of Physical Education (González Arévalo, 2010; Picado Godinez, 2006; Marhuenda, 2000; Contreras Jordán, 1998). These authors establish a ranking of how the content should be developed in a teaching unit, in addition to presenting a schematic ability to sequence the presentation of this content. This structure is used to propose a lesson, but also a willingness to establish an activity in it.

From this, this study followed the recommendations of the authors and established the following structure of the games: Game name, goal of the game, game description, execution, material. This same structure is followed in Curricular Bases, when they present the teaching suggestions for the content of school physical education in Chile.

Analytical Study of the Mapuche games structure

Name of the game	
Objective of the game	
Description of the game	
Execution	
Material	

Table 1. Structural Analysis of the Game

To build the curriculum compatibility analysis framework, the following actions have been established: a) Analysis of Curriculum bases and establishment of the contents presented in the documents that must be developed in the Physical Education program for schools. This content is suggested in the form of criteria and indicators, which are present in the Learning Objectives. They were also compiled from of the courses and the teaching and evaluation suggestions. b) Extraction of content indicators, Motor Skills and Neuro-behavioral. c) Analysis of Frame construction.

Analytical study of curriculum compatibility

Nombre del Juego																												
Objetivo del Juego																												
Descripción del juego																												
Juego	Capacidades Motoras y Neurocomportamentales																									Habilidades Motrices Básicas		
Contenidos	Velocidad	Fuerza	Resistencia	Potencia	Coordinación Dinámica	Coordinación Estática	Coordinación Visual	Coordinación Ojo/manoipie	Coordinación Kinestésica	Coordinación Acústica	Coordinación Táctil	Flexibilidad	Equilibrio Dinámico	Equilibrio Estático	Equilibrio de Cuerpos Apoyados	Equilibrio de Cuerpos Suspendidos	Orientación Kinestésica	Orientación Espacial	Orientación Temporal	Orientación Espacio-temporal	Esquema Corporal	Dominancia Lateral	Locomoción	Manipulación	Equilibrio
Registro																												
Incidencia	XXX /25											% =																

Table 2. Curriculum Compatibility

Analysis from the triangulation of variables: game, aim, content, Chilean national curriculum. Results presented in descriptive statistics of frequency, indicating the percentage of curriculum content that are present or are required during the course of each game. 16 were analyzed (sixteen) games, which were the ones who had higher frequency of appearance in the bibliography regarding the Mapuche games.

Results

The results from the curriculum Compatibility Analysis indicated that there is 76% of consistency between the content of school physical education for primary education, and the Mapuche games.

Game % Curricular Compatibility

Palín	80 %
Linao	84 %
Pillmatun	84 %
Nentukülenafiyiñ Ngürü	80 %
Yayaseis	76 %
Trümün	76 %
Rünkütun	88 %
Ellkawun	56 %
Cinchada	80 %
Longkotun	82 %
Allimllin	60 %
Maumillan	64 %
Treutrikautun	84 %
Dullikan	68 %
Choiketun	84 %
Ñürüram	68 %
Promedio Total	76%

Table 3. Curricular Compatibility percentage

Conclusions

This study indicates that the Mapuche games have, in their structure, aspects that contribute to the development of the students, in accordance with what is stated in the curriculum related, the Chilean School Physical Education. Also feature entertaining features that promote motor development, and aspects of the integral formation of the human being.

These games are shown as an important tool in the development of skills and abilities that reach comply with the requirements in the Chilean national curriculum, but also contributes to the rescue and maintenance of the culture of the indigenous peoples of the country, which is transcendental to the socio-cultural strengthening and the values of a society.

For educational purposes, the School Physical Education can contribute to preserve and respect the culture of indigenous peoples, as well as diversifying the structure of classes, with different from traditional content. This possibility is in line with what is expressed in the curriculum regarding when indicates the importance of using the social culture for education and training of citizens and to deliver the highest amount of motor experiences which encourage these actions.

The Mapuches games set content and objective parameters, similar to those established in the national curriculum, seeking to develop skills and abilities the student, whose purpose is to be able to develop the best possible way within the school context.

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THE SEARCH FOR PRESERVATION OF CULTURE OF THE GAMES OF THE ORIGINATING PEOPLE IN CHILE

ABSTRACT

The Mapuche culture has traditions related to the games used in education and training of new generations and also as a way to perpetuate the cultural traditions of the ancient knowledge of the people. The Chilean curriculum referring establishes possibilities of using activities and games of social culture, as part of the School Physical Education content and the maintenance of cultural identity. Objective: To evaluate the feasibility of integrating the Mapuche culture of games in the basic education curriculum for Physical Education from an analytical study of the Mapuche games, to see if they have consistency in relation to the objectives and contents established by referring national curriculum. Method: Qualitative study, analytical, descriptive; analysis of pictures of the structure of games and curricular compatibility; analysis from the triangulation of variables: game, aim, content, Chilean national curriculum; Descriptive statistical frequency. Results: 76% of consistency between the content of school physical education for primary education, and the Mapuche games. Conclusions: the Mapuche games have, in their structure, aspects that contribute to the development of the students, in accordance with what is stated in the curriculum related, the Chilean School Physical Education.

KEYWORDS: Mapuche games, curriculum, Scholar Physical Education.

LA RECHERCHE DE PRESERVATION DE LA CULTURE DES JEUX PERSONNES ORIGINAIRES DU CHILI

RÉSUMÉ

La culture mapuche a des traditions liées aux jeux utilisés dans l'éducation et la formation des nouvelles générations et aussi comme un moyen de perpétuer les traditions culturelles de l'ancienne connaissance de la population. Le programme d'études chilienne référence établit possibilités d'utilisation des activités et des jeux de culture sociale, dans le cadre de la teneur école éducation physique et le maintien de l'identité culturelle. Objectif: évaluer la faisabilité de l'intégration de la culture mapuche de jeux dans le curriculum de l'éducation de base pour l'éducation physique à partir d'une étude analytique des jeux Mapuche, pour voir si elles ont cohérence par rapport aux objectifs et au contenu établies par référence programme national. Méthode: étude qualitative, analytique, descriptif; analyse des images de la structure de jeux et de la compatibilité des programmes d'études; l'analyse de la triangulation de variables: jeu, objet, le contenu, programme national chilien; Fréquence statistique descriptive. Résultats: 76% de cohérence entre le contenu de l'éducation physique à l'école pour l'enseignement primaire, et les jeux Mapuche. Conclusions: les jeux Mapuche ont, dans leur structure, les aspects qui contribuent au développement des étudiants, conformément à ce qui est indiqué dans le programme lié, l'Ecole chilienne de l'éducation physique.

MOTS-CLÉS : jeux Mapuche, le programme, l'école d'éducation physique.

LA BUSQUEDA POR LA PRESERVACIÓN DE LA CULTURA DE LOS JUEGOS DE LOS PUEBLOS ORIGINARIOS DE CHILE

RESUMEN

La cultura Mapuche tiene tradiciones relacionadas con los juegos utilizados en la educación y la formación de las nuevas generaciones y también como una manera de perpetuar las tradiciones culturales de los conocimientos ancestrales de los pueblos. El referente curricular chileno establece posibilidades de utilizar las actividades y los juegos de la cultura social, como parte del contenido de la Escuela de Educación Física y el mantenimiento de la identidad cultural. Objetivo: Evaluar la viabilidad de la integración de la cultura Mapuche de juegos en el plan de estudios de la educación básica de la Educación Física de un estudio analítico de los juegos mapuches, para ver si tienen coherencia en relación con los objetivos y contenidos establecidos por referencia plan de estudios nacional. Método: Estudio cualitativo, analítico y descriptivo; El análisis de las imágenes de la estructura de los juegos y la compatibilidad del plan de estudios; el análisis de la triangulación de variables: juego, objetivo, contenido, currículo nacional de Chile; estadística descriptiva de frecuencia. Resultados: 76% de coherencia entre el contenido de la educación física escolar para la educación primaria, y los juegos mapuches. Conclusiones: los juegos mapuches tienen, en su estructura, aspectos que contribuyen al desarrollo de los estudiantes, de acuerdo con lo establecido en el plan de estudios relacionados, la Escuela Chilena de Educación Física.

PALAVRAS CLAVES: juegos Mapuches, Curriculum, Educación Física escolar.

A BUSCA PELA PRESERVAÇÃO DA CULTURA DOS JOGOS DOS POVOS ORIGINÁRIOS DO CHILE

RESUMO

A cultura Mapuche possui tradições relacionadas aos jogos, utilizados na educação e formação das novas gerações e, também, como forma de perpetuação das tradições culturais do conhecimento ancestral do povo. O referente curricular chileno estabelece possibilidades de utilização de atividades e jogos da cultura social, como parte dos conteúdos da Educação Física escolar e para a manutenção da identidade cultural. Objetivo: avaliar a factibilidade de integrar os jogos da cultura Mapuche, no currículo do Ensino Básico, para a disciplina de Educação Física, a partir de um estudo analítico dos jogos Mapuches, para verificar se possuem coerência em relação aos objetivos e conteúdos estabelecidos pelos referentes curriculares nacionais. Método: Estudo qualitativo, analítico, descritivo; quadros de análise da estrutura dos jogos e da compatibilidade curricular; análise realizada a partir da triangulação das variáveis: jogo, objetivo, conteúdo, currículo nacional chileno; estatística descritiva de frequência. Resultados: 76% de coerência entre os conteúdos da Educação Física escolar para o Ensino Básico, e os jogos Mapuches. Conclusões: os jogos Mapuches possuem, em sua estrutura, aspectos que contribuem ao desenvolvimento dos alunos, em concordância com o que está expresso nos referentes curriculares, da Educação Física escolar chilena.

PALAVRAS-CHAVE: jogos Mapuches, currículo, Educação Física escolar.