

Review

ASPECTS IN THE DISCIPLINE THEORY AND PRACTICE OF PHYSICAL EDUCATION. A EXPERIENCE IN ACADEMIC CONTEXT

Aspectos didácticos en la disciplina teoría y práctica de la Educación Física. Una experiencia en el
contexto académico

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ABSTRACT

This paper aims to analyze the relationship between target-contained configurations Discipline Theory and Practice of Physical Education, derived from methodological work that was done in the first semester. Him upgrading to these configurations is proposed, which assume the corresponding generalized skill with the place and importance it occupies in the curriculum of the race, as well as the role to be exercised in the conduct of physical education class future graduates.

Key words: configurations, target-content, widespread skill

RESUMEN

El presente trabajo tiene como propósito realizar un análisis de las configuraciones objetivo y contenido en la Disciplina Teoría y Práctica de la Educación Física, derivado del trabajo metodológico que se realizó en el primer semestre. En él se propone el perfeccionamiento a dichas configuraciones, las que asumen la habilidad generalizada correspondiente con el lugar e importancia que ocupa en el currículo de la carrera, así como por el papel que deben ejercer en la conducción de la clase de educación física los futuros egresados.

Palabras Claves: configuraciones, objetivo-contenido, habilidad generalizada

INTRODUCTION.

The Program of the discipline is the document that reflects the most important characteristics of the Discipline Theory and Practice of Physical Education, and constitutes the systematic and hierarchical description of the general objectives to achieve and of the essential contents to assimilate.

It must contain the following aspects as a program structure:

- a) General data and foundation of the discipline. (They are adapted to the study modality).
- b) General objective.
- c) Contents:
 - c) Essential knowledge to acquire.
 - d) Fundamental skills to be formed.
 - e) Fundamental values to which it taxes.
 - f) General methodological indications for your organization
- e) Bibliography.
- g) To achieve the improvement of the discipline we must rely on the Didactics as one of the sciences of education (Varela, 1995). Which conceives the teaching-learning process, in its integral character developer of the personality of the
- h) students as object of study.

Another consideration on didactics was raised by authors collective IPLAC (1998). Didactics, from diverse interpretations, is science, it is art, it is technical, it is theory, it is direction, it is norm, it is doctrine and procedure, it is practical science. A contemporary definition of Teaching should recognize their contribution to a scientific theory of teaching and learning, that relies on laws and principles; the unity between instruction and education; the importance of comprehensive diagnosis; the role of activity, communication and socialization in this process; its integral approach, in the unity between the cognitive, the affective and the volitional in order to prepare the human being for life, as well as respond to specific socio-historical conditions (Zilberstein, 2002).

In order to contextualize the teaching and learning process in the Theory and Practice of Physical Education Discipline, it is necessary to treat its didactic components, as well as the relationship established between them, and specifically to address the relationship between the objective and the content.

The objective is the guiding element of the process and answers the question "Why teach?" It represents the subjective modeling of the expected result and is conditioned by the social demands of a certain period. (Collective of authors IPLAC,1998).

The objectives are the pedagogical model of the social order. The objective is the state component that has the teaching-educational process as a result of the configuration adopted by the same on the basis of the relationship social context process and manifested in the accuracy of the desired or aspirated state that must be achieved in the development of said process to solve the problem. (Álvarez,1999).

The educational objectives must be declared with a high degree of scientific nature and express the following: ability to be achieved by students; associated knowledge; conditions in which the appropriation of the content takes place; level of assimilation and depth. Attending to this several authors agree in classifying them according to the function they fulfill as follows:

Instructional (Skills): it is specified in the skills to be formed and are associated with a set of knowledge.

Educational (Formative): directed to what is aspired to be formed in terms of convictions, feelings, way of acting before life and society.

Developer (Physical, mental and biological abilities): directed to the formation of the abilities or physical faculties that the students must form.

As part of the methodological work developed in the discipline, as well as from the experience and studies carried out in the bibliography consulted, a consensus was reached on the part of the teachers to propose a change in the objective of the discipline, which refers to the following:

Apply in the direction of the educational process of Physical Education, the knowledge and skills of psychopedagogical, didactic, methodological, biological, physical and motor that underpin this process, manifesting the values in correspondence with the norms of our society and thus elevating their professional skills in the area of physical culture.

DEVELOPMENT

Direct the educational process of Physical Education applying the knowledge and pedagogical, didactic, biological, physical, philosophical, sociological and motor skills that underpin this process, contributing to the comprehensive education of children and youth in

correspondence with the current university model, manifesting the values in correspondence with the academic norms.

It assumes the skill invariant to direct instead of apply, because this includes within its logical operations to the previous one, it must also be taken into account that the subjects of the discipline are located until the third year of the race, the that pass through the invariants of ability to demonstrate in 1st year until imparting in 2nd and 3rd, where they are specified in the necessary skills to be able to give fulfillment to the diverse operations contained in it: diagnose, organize, plan, apply and evaluate.

This discipline is also the scenario where the students take the integrative exam in 3rd year, which allows them to assume the direction of the educational process as middle technicians in schools, where physical education classes are also offered, the teaching of sports for all , the attention to the exempted students and to attend the recreation in them. It is also necessary to specify that changes have arisen in the model of the current academic community, which is considered today as the most important cultural center of the community, an element that confirms the need for students to be trained from the third year for direct the different processes that are always faced with the help of the tutor and the advisor who are appointed in the institutions.

After approaching the didactic component of objective as a guiding category of the process and its consequent analysis in the process of improvement in the discipline will be made the content analysis as an indissoluble part of it, which also allows the improvement of it, and in turn contributes, to the fulfillment of the objectives that are proposed in the different levels of education, thus elevating the quality of our graduates.

Several authors have defined the content as part of the culture of the profession that must be the subject of assimilation by students in learning to achieve the objectives proposed in a particular career, discipline, subject and that is formed by the system of knowledge, skills and values (Álvarez, 1994).

The content (what to teach and learn?) Expresses what should be appropriated by the student, is formed by knowledge, skills, habits, methods of science, rules of relationship with

the world and values that respond to a socio-historical environment concrete. (Zilberstein,2003).

Addine (1998) considers that the content is the objectified element of the process and answers the question What to teach - to learn? It is that part of the culture and social experience that must be acquired by students and is dependent on the proposed objectives. Content as a didactic component seen from the discipline is reflected through the knowledge system, skills system and values, which are an indivisible unit between the instructional and the developer, so reference will be made to the parts that make up the content to perform the critical analysis.

Knowledge system:

- Particularities of Preschool and School Physical Education, as well as the subjects (concepts, laws, principles).
- Historical evolution of gymnastics, play and sports as a means of Physical Education.
- General foundations of gymnastics, play and sports as a means of Physical Education.
- Physical exercise and its methodological treatment in Physical Education class
- School Physical Education programs.
- Physical education class.
- Particularities of the ages and their methodological treatment (sensitive periods).
- Methodology of the teaching of basic motor skills and techniques.
- Most common mistakes, causes and procedures for correction in the physical education class.
- The dosage of the content in the physical education class.
- Methods, teaching styles, organizational procedures and auxiliary materials in preschool and school physical education.
- Evaluation system in Physical Education.
- Participatory sports.
- Preparation of training in participatory sports.

- Technical-tactical preparation in participative sports.
- Physical training.
- Team management in participatory sports.
- Organization of competitions in participative sports.
- Regulation, score code of participative sports.
- Control of physical performance.
- Criteria for assessment of psychomotor development.
- Introduction to Ed

CONCLUSIONS

1. The study of the didactic categories allows making an assessment of its incidence in the Discipline Theory and Practice of Physical Education within the curriculum of the professional of Physical Culture.
2. The analysis of the didactic relation between the categories of the educational process objective objective allows basing the need to transform some elements that make up the discipline Theory and Practice of Physical Education.

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