**Significant Physical Education: Importance of Contextualization of Curriculum Contents**

**SUMMARY**

The proposal of the 2016 curricular adjustment of Ecuadorian physical education demands that the teacher has a new professional profile aligned to the new curricular approaches and contents; The objective of this research was to assess the teachers' appreciation of the contextualization of the contents and the adaptation of methodologies for the promotion of meaningful learning in students. This research was qualitative, the interview was applied to 22 Physical Education teachers belonging to seven private educational institutions in Quito, through a questionnaire of questions regarding the need to contextualize the curricular contents and the adaptation of active methodological strategies so that students learnings are significant and the teacher alignment to the curricular adjustment. The results indicate: (a) in order to develop the contents of the Ecuadorian curricular adjustment, it is necessary to contextualize the immediate reality of the student and the social environment; (b) contextualization depends on the mastery of the curricular content and the innovative capacity of the teacher; (c) for physical education to be meaningful, contextualized content must be transferred to everyday situations through the adaptation of active methodological strategies; and (d) the teacher must align with the current curricular requirements and have a new professional profile. This work contributed to knowing the need to interpret and contextualize skills with performance criteria, as well as the importance of applying active methodologies to ensure that learning is meaningful and the student's autonomy in the practice of physical activity.

**Keyword:** learning, physical education, context, content, meaningful

**INTRODUCTION**

The Ecuadorian curriculum is based on reflections on the volume and breadth of curriculum content or skills with performance criteria, built on the educational intentions, needs and demands of society; In this sense, physical education, like the other subjects, proposes an open and flexible curriculum, allowing learning to be meaningful for both students and teachers (Ministry of Education, 2017), through new learning experiences that are articulate with the skills with disaggregated, graded and contextualized performance criteria, as stated by Williamson and Hidalgo (2015, p. 5) by mentioning that learning should be articulated to different cultures and to solving problems in a constructivist way within the framework of Teaching learning process.

The flexibility of the physical education curriculum allows skills with performance criteria to be contextualized to the reality lived by the student according to their characteristics, needs and social environment; Giraldo, Cadavid and Flórez (2019) affirm that flexibility in curricular content is to have the possibility of modifying them in accordance with the spaces, interests and needs that guarantee the acquisition of learning; that is to say, the curricular flexibility depends on the contextualization that the teacher gives to the curricular contents to contribute with the educational quality.

Contextualization according to Zabalza (2012) is “a process through which, the curricular proposals conform to the particular parameters of the various environments, institutions and groups where they will be applied”, this is consistent with the approach that contextualization is an aspect important in the execution of the skills with performance criteria because it allows the adaptation to the social, cultural, economic, environmental and educational conditions; Posso (2018) mentions that the skills with performance criteria have four elements, skill, curricular content, level of complexity and context, the latter can be present or implicit, so the teacher must guarantee their presence and their development in the process teaching learning.

In this sense, the contextualization of the 181 skills with performance criteria of the Ecuadorian physical education curriculum, guides teachers the implementation of active methodologies typical of the area; Posso, Barba, Castro, Nuñez and Marcillo (2018) mention that the curricular approaches of recreational, inclusive and corporeal physical education facilitate the contextualization of curricular contents due to which different active methodologies should be applied.

There is no doubt that the physical education teacher must know and interpret the elements of the skills with performance criteria especially the curricular contents and their contextualization to be able to determine with which methodological strategy their class will develop; Cargua, Posso, Cargua and Rodríguez (2019) mention that teachers must be protagonists in the teaching-learning process and for this they must investigate and innovate scientifically, in order to respond to the changing educational problem and ensure that learning is significant.

Due to the above, physical education teachers in Ecuador must align with what is proposed in the curriculum, that is, in the classes, contextualized contents must be cooperatively constructed, in which curricular approaches and active methodologies are applied, with the purpose that the learnings are significant for students and can be replicated at any time in their lives, in this same position UNESCO (2013) determines that physical education “is the most effective means to provide all children and youth with skills , aptitudes, attitudes, values, knowledge and understanding for their participation in society throughout life ”, with this it can be said that the learning meaning in physical education is the result of the contextualization of skills with criteria of performance with the social environment, in which the student can perform effectively, efficiently and effectively throughout or of his life.

Students acquire meaningful learning when they relate the acquired experiences with the new ones, Ausbel (2002) mentions that meaningful learning is a product of “new ideas expressed in a symbolic way are related in a non-arbitrary and non-literal way with those that you already know the student and that the product of this active and integrative interaction is the appearance of a new meaning ”completing this idea Almeida (2007) says that a student must have a positive attitude for this learning, resources must also have a high degree of significance that develops knowledge and has been previously contextualized to reality.

**MATERIALS AND METHODS**

In this research, the descriptive qualitative method was applied, in which 22 Physical Education teachers from seven private educational institutions of the city of Quito participated, for which a census sample was carried out, that is to say that the entire population is the sample, in concordance with the statement by Hurtado and Toro (2001) “in the small or finite populations, no sample is selected so as not to affect the validity of the results” (p. 77).

During the collection of the information, the interview technique was applied with open questions, which allowed to know from their perspective the need to contextualize the curricular contents and the adaptation of active methodological strategies so that the learning is significant, and the need to align with the New curriculum adjustment. This questionnaire was validated with the judgment of seven experts who were selected for being university professors, who dominate the area of ​​this research and for having several indexed publications, based on the opinion of Robles y Rojas (2015) by saying that the expert judgment guarantees that The process may have elements of exclusion or modification of worthless aspects and the inclusion of relevant aspects. A single circulation was made because the experts did not issue corrections and agreed with the contents, in this process each question was analyzed using three criteria: sequencing, relevance and coherence.

Table 1

Circulation validation

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Objective | Dimension | Significance | Criteria | Item |
| Validate the bank of ten questions through the expert judgment  | Bank of questions | The content is consistent with the objective of the study The instrument facilitates collecting transcendental information. | Sequencing, relevance and coherence. | Simple |

Table 2

Expert validation results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Dimension | Criteria | Yes | No | Average | Deviation |
| Question Bank | Questions have a logical sequencing. | 7 | 0 | 1 | 0 |
| The questions are consistent with the objectives of the study. | 7 | 0 | 1 | 0 |
| The questions are relevant to the investigation. | 7 | 0 | 1 | 0 |
| I would change a question | 0 | 7 | 2 | 0 |
| Would you raise any questions | 0 | 7 | 2 | 0 |
| I would exclude any questions | 0 | 7 | 2 | 0 |

In Table 2, it can be seen that the experts agree positively with the criteria set forth in the validation of the instrument, stating that it has logical sequencing, relevance and investigative coherence; This will allow you to easily and quickly collect the information necessary for this investigation.

The 22 interviews were applied in the last quarter of 2019 to the physical education teachers of the seven private support educational institutions of the city of Quito, who were informed about the research objective and the ethical norms of American Psychological Association (2010) that would be followed.

The authors of this research, prior to data collection, had two meetings to establish guidelines to avoid dispersions at the time of the interview, once the recordings were collected and recorded in writing, it was categorized in dimensions and criteria according to Ratcliff (2002 ) which indicates that to have relevant results, the data must be categorized and subcategorized. In a first stage, the information was analyzed in three groups separately to avoid bias, as established by Coffey and Atkinson (2005), mentioning that researchers at the time of analyzing the data can expand them and fall into subjectivities. In a second stage to guarantee reliability, the results of the groups of researchers were triangulated, comparing in consensus the transcendental coincidences and interpretations for this research, as stated by Amezcua and Gálvez (2002) when affirming that different data obtained from several must be triangulated Researchers to explain a problem.

**RESULTS AND DISCUSSION**

After the three groups of researchers triangulated the results of the 22 interviews, the data described in Table 3 was obtained.

Table 3

Triangulation of interview results

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimensions | Criteria | Subcriteria | No. answers | % answers |
| Need to contextualize curricular content and methodologies for learning to be meaningful | Student reality | It improves the learning process. | 18 | 81,8 |
| Develop the metacognition | 14 | 63,6 |
| Student's social environment | It generates transdisciplinary processes | 13 | 59 |
| Generate entrepreneurs and innovators | 14 | 63,6 |
| Contributes positively in social environments and realities | 12 | 54,5 |
| Needs and interests of the students. | It improves the interest to know | 17 | 77,2 |
| Improve school performance | 21 | 95,4 |
| Need to align to the 2016 curriculum adjustment for learning to be meaningful. | Teacher's educational environment | Improve interpersonal relationships | 19 | 86,3 |
| Improve positive interactions | 15 | 68,1 |
| Professional Profile of the teacher | Domain in contextualization of curricular contents | 22 | 100 |
| Domain of adaptation of active methodologies of the area | 18 | 81,8 |
| Domino evaluation process | 15 | 68,1 |
| Researcher and innovator. | 17 | 77,2 |

The triangulation allowed to fully assess the appreciation of teachers in two dimensions, the first as a need to contextualize the curricular contents and methodologies; and, the second, the need to align with the current curricular adjustment, both aimed at ensuring that the learning is significant.

**Need to contextualize curriculum content and methodologies**

This dimension suggests that learning can become significant in students, if the curricular contents and methodologies are contextualized from three criteria, the first is that for contextualization the student's reality must be known, that is, to know how to learn, this it will allow to significantly improve your learning and metacognition process; the second one is based on the student's social environment because the learnings acquire a transdisciplinary character generate possibilities of intervention and contribution in society, orienting them to be researchers, innovators and entrepreneurs, integrating positively in their close surroundings and in society in general ; and, the third, this contextualization must be based on the needs and interests of the students to increase the interest in knowing and at the same time will improve the academic and attitudinal performance, that is, the teacher must know the purpose of each student's learning and the purpose of common learning of the whole class to be able to contextualize the contents and the methodologies.

With the above mentioned as a result of the responses of the interviews to the physical education teachers, following this line the student gets to obtain the significant learning of all the contents raised in the curriculum, and if they are significant one can think that the autonomy of Physical activity can be maintained throughout your life.

**Need to align to the 2016 curriculum adjustment**

This dimension states that if teachers align to the curricular adjustment, learning in students can be significant, based on two criteria, the first one states that the curriculum allows an excellent educational environment in which the teacher establishes good interpersonal relationships and improves the process of teaching when applying positive interactions in classes; and, the second one states that in order to develop the curriculum, the teacher must adapt to the new changes proposed in methodology, in the application of curricular approaches and that the contents are contextualized, that is, it must be oriented to a new professional profile in which it complements with Innovation and research.

When analyzing the triangulation of the results it can be observed that the teachers interviewed, pronounce 100% that having mastery over the contextualization of curricular contents, 95% that contextualizing the contents improves school performance and 86% that the educational environment of Students improve interpersonal relationships throughout the educational community, allowing learning to be meaningful to students.

 In the same way, the triangulation of the results with low percentages was analyzed, stating 54% that the social environment contributes positively to the social realities of the students and in 59% it generates that the student apply their knowledge transdiciplinary being an important contribution to the society.

With the aforementioned, it can be said that in this research the appreciation that physical education teachers had on the contextualization of the contents and the adaptation of methodologies for the promotion of meaningful learning in students was fully assessed, defining the following results.

* In order to develop the contents of the Ecuadorian curricular adjustment, it is necessary to contextualize it to the immediate reality of the student and the social environment;
* contextualization depends on the mastery of the curricular content and the innovative capacity of the teacher;
* For physical education to be meaningful, contextualized content must be transferred to everyday situations through the adaptation of active methodological strategies; Y,
* The teacher must align with the current curricular requirements and have a new professional profile.

**CONCLUSIONS**

This work contributed to knowing the need to interpret and contextualize skills with performance criteria, as well as the importance of applying active methodologies to ensure that learning is meaningful and the student's autonomy in the practice of physical activity; This study will establish a new vision of physical education in Ecuador, establishing bases for future research to determine the promotion of the reduction of school sedentary lifestyle.

**BIBLIOGRAPHIC REFERENCES**

Almeida, A. (2007). El aprendizaje significativo en el contexto educativo. *Revista científica de la Escuela de Postgrados de la Fuerza Aérea Colombiana*, *2*(1), 5-9.

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington: American Psychological Association.

Amezcua, M. y Gálvez, A. (2002). Los modos de análisis en investigación cualitativa en salud: perspectiva crítica y reflexiones en voz alta. *Revista Española de Salud Pública, 76*(5), 423-436.

Ausbel, D. (2002). *Adquisición y retención del conocimiento. Una perspectiva cognitiva*. Barcelona: Editorial Paidós Ibérica.

Cargua, A., Posso, R., Cargua, N. y Rodríguez, A. (2019). La formación del profesorado en el proceso de innovación y cambio educativo. *OLIMPIA. Revista de la Facultad de Cultura Física de la Universidad de Granma*, *54*(16), 140-152.

Coffey, A. y Atkinson, P. (2005*). Encontrar el sentido a los datos cualitativos. Estrategias complementarias de investigación.* Madrid: Servicio de Publicaciones de la Universidad de Alicante.

Giraldo, E., Cadavid, A. y Flórez, S. (2019). Posibilidad de acuerdos sobre las concepciones de currículo para la formación de maestros. *Educación y educadores*, *1*(22), 9-22.

Hurtado, I. y Toro, G. (2001). *Paradigmas y Métodos de Investigación en Tiempos de Cambio.* Valencia: Episteme.

Ministerio de Educación del Ecuador. (2017). *Currículo de los niveles de educación obligatoria*. Quito: Medios Públicos EP.

Posso, R. (2018). *Guía de estrategias metodológicas para Educación Física*. Quito: Ministerio de Educación. Recuperado <https://educacion.gob.ec/wp-content/uploads/downloads/2019/01/GUIA-METODOLOGICA-EF.pdf>

Posso R., Barba, L., Castro, R., Nuñez, F. y Marcillo, J. (2019). Enfoque lúdico como estrategia en el contexto de la Educación Física ecuatoriana: una revisión sistemática. Lecturas: *Educación Física y Deportes, 258*(24), 86-105. Recuperado de <https://www.efdeportes.com/index.php/EFDeportes/article/view/1531/1021>

Ratcliff, D. (2002). *Analytic Induction as a Qualitative Research Method of Analysis*. California: Biola University.

Robles, P. y Rojas, M. (2015). La validación por juicio de expertos: dos investigaciones cualitativas en lingüística aplicada. *Revista Nebrija de Lingüística Aplicada, 18*, 1-16. Recuperado de https://www.nebrija.com/revista-linguistica/files/articulosPDF/articulo\_55002aca89c37.pdf

UNESCO (2013). Declaración de Berlín. Quinta Conferencia Internacional de Ministros y Altos funcionarios encargados de la educación física y el deporte. Recuperado de http://unesdoc.unesco.org/images/0022/002211/221114s.pdf

Williamson, G. & Hidalgo, C. (2015). Flexibilidad curricular en la implementación de proyectos de investigación para mejorar el aprendizaje de los estudiantes. El caso de NEPSO Chile. *Revista Electrónica* *"Actualidades Investigativas en Educación", 15*(2),1-21. Recuperado de <https://www.redalyc.org/articulo.oa?id=447/44738605012>

Zabalza, M. (2012). Territorio, cultura y contextualización curricular. *Interacções*, *22*, 6-33.