

TEACHING PHYSICAL EDUCATION: THE NARRATIVE OF A FUTURE TEACHER

ENSINANDO EDUCAÇÃO FÍSICA: A NARRATIVA DE UMA FUTURA PROFESSORA 

LA ENSEÑANZA DE LA EDUCACIÓN FÍSICA: LA NARRATIVA DE UNA FUTURA DOCENTE 

 <https://doi.org/10.22456/1982-8918.122672>

 **Victor Amar Rodriguez*** <victor.amar@uca.es>

*Universidad de Cádiz. Cádiz, España.

Abstract: Covid has changed the daily life of a student teacher (in the mention of physical education), her way of learning and her relationship with technologies. The methodology will be qualitative-narrative, with the purpose of knowing and understanding Pao's opinion. The results show her passion for women's indoor football, as well as her high esteem for education as a factor of social transformation, and she sees technology as an incentive for change and teacher improvement, for her self-training and the need to deal with the curriculum in a more open and flexible way. She presents the family as a value for the education of children, or physical education as a possibility to respond to sedentary lifestyles or obesity.

Keywords: Women. Personal Narrative. Education. Computer literacy.

Received in: 26 Feb. 2022
Approved in: 03 Mar 2022
Published in: 14 Apr. 2022



This is an article published in open access under the Creative Commons Attribution 4.0 (CC BY 4.0)

1 INTRODUCTION

Teaching is undoubtedly an art. But an art that we interpret as a way of proceeding, with pleasure and leaving the other party with the need to know more. It is an exercise that is carried out with the interaction of others. It is a task that implies from a previous preparation to a seductive sharing; but at the same time, the context is essential to understand the act of teaching, as well as the characteristics that circumscribe it. In other words, it is necessary to know the students, from their particularities to their ways of being but, equally, the context explains in part the behaviour and the intervention itself in order to teach. Where teachers “[...] know how to approach and understand the people and contexts that emerge” (AMAR, 2020a, p. 433), in line with the pedagogy of seduction. Of course, we cannot ignore the reality and uniqueness of the student body.

A work as a whole, with countless agents and aspects of life, which interfere in its outcome. The difference between a good teacher and a bad one depends, among other things, on discerning and giving the right response to these circumstances, some of which are personal or social and others contextual. For this reason, we cannot distance ourselves from the experience of the pandemic and post-pandemic. Months of fighting against a virus that substantially changed the way we teach-learn. We went from the uniqueness of face-to-face classes to virtuality which, on occasions, cohabited with blended learning. The prominence that the classroom had acquired for centuries was distorted with the possibilities derived from ubiquity (FURMAN, 2020); in the same way that the unidirectional process of the teacher was transformed with connectivism. And, in both cases, educational technologies acquire and develop the nuance of the relational as an element that makes the process (GABELAS; MARTA, 2020). Here and now, the learner acquires a leading role, who becomes the centre of learning. To which we must add the multidirectional possibilities, beyond the classroom, together with the principle of ubiquity, microlearning or microblogging (VÁZQUEZ; FERNÁNDEZ; LÓPEZ, 2019). This overcomes the initial bidirectionality between teacher and student.

Students must find their way around new ways of learning and teachers must admit that they can learn at any time or place and from any person or group. We are faced with a way of teaching based on diversity, with contents that become mobile and an education that, rather than being distant, has to be conceived at a distance. And in this technological context with pandemic circumstances, the students cannot be the ones to suffer. In this task of teaching, in the light of emerging realities, teachers must have and offer solutions that involve the acquisition of knowledge in initial training in the faculty of education and that flow through lifelong learning.

These university students in training to become teachers have experienced the loneliness of initial education. Almost without warning, their daily life in the teaching model was changed by the fact of the pandemic and the subsequent confinement. But who taught him to learn in that model? And who taught him how to teach in a situation of extreme change? Perhaps a prelude to the many questions that arise from the question: What are we doing wrong in education? (HERRÁN; VALLE; VILLENA, 2019).

In this context, we are aware of the importance that technologies have acquired and how they have modified the teaching task in the times of Covid. A new way, in new times, that promotes teaching to make it a reality that goes in parallel with the current century, instead of being tangential.

Sharing the voice with a future teacher in primary education, in the mention of physical education, is fundamental to set ourselves the objective of getting to know and understand her feelings and expectations as a future teaching professional. In times of change and with the legacy of Covid, we have also identified the following research questions, based on what Decuir-Gunby; Schutz (2017, p. 33) have proposed as an incentive for “What do I want to know?:

- What is the research respondent's opinion on education and training in general?
- How does the interviewee feel about ict and the pandemic?
- What has Covid changed in relation to her professional development?
- Where can she go from here?
- Are you prepared to face the professional reality?
- What can physical education mean in this whole process?
- What effects will she find in her personal and professional development?

In this sense, there is national and international research that supports the importance of initial training and shows the value of professionalisation and willingness to continue learning.

In this sense, there is research, both nationally and internationally, that endorses the importance of initial training and evidence of the value of professionalisation and the willingness to continue learning throughout life (ZAPATERO *et al.*, 2021; MARTÍN, 2021; MANSO, 2019; HERNANDO, 2017; MARTOS *et al.*, 2014).

Teaching has changed substantially with all that has been precipitated on this large group of teachers who, concerned about physical education, the value of teaching through play and physical activity, seek to improve teaching and education. Above all, physical education is fundamentally for the integral development of people. And they are looking for a path in this labyrinth of itineraries that leads to the second third of the 21st century, where they will become future professionals in teaching and education.

In short, Covid and post-Covid have modified the daily routine of teaching, relations with the family and even the need to attend to the curriculum in a more open and flexible way (MATEOS; AMAR, 2020). The possibility of self-training in networks and the appreciation of distance education through technology are evident.

2 METHODOLOGY

Filck (2014, p. 19) suggests that qualitative research has come of age. Furthermore, we establish two purposes: that of “[...] understanding, knowing and acting in other situations” (RICOY, 2006, p. 17) and that of admitting that it “[...] does

not aim to make generalisations from the results obtained”, as it seeks to “individualise” the object studied (MARTÍNEZ, 2011, p. 6). This will be our methodological coffered ceiling, clearly inspired by narrative. In other words, we are faced with a way of narrating and promoting knowledge (BLANCO, 2011) with the aim of improving education and educational practice. Leite and Suárez (2020, p. 3) promote the intention of narrative research:

The human practice of narrating consists of recounting lived or imagined worlds in order to, immediately, put them in search or contact with listening or reading and, through it, with the world of the receiver or reader. The narrative of experience is always a narrative of the self, and is involved in social construction.

This is the story of a future primary school teacher who generously shares her narrative. As Rivas (2009, p. 29) writes in order to:

To better understand the society in which we live based on the actions of each and every one of those who are part of it. Thus, if these subjects modify their vision of society by reflecting on their own lives, they are creating the conditions for transforming the world.

In relation to the informant, we will say that her fictitious name is Pao (anglicism ‘Period After Opening’, a graphicism that refers to the period of useful life of a cosmetic product from its initial opening. A simile between what is new and what is just starting); to respect her anonymity and privacy.

She is a girl who is open and measured in her behaviour and is in her fourth year of primary education. The reason for choosing her was her connection to the physical education subject, being a member of the women’s indoor football federation, as well as being a collaborating student in the Didactics Department. She is brilliant in her studies and is keen to continue learning and to grow personally and professionally.

With regard to the instrument, I would like to add that it is inspired by the semi-structured interview, as it allows for fluid dialogue and co-participation and interlocution. A flexible interaction that builds a dynamic of dialogue, far from becoming directive. Medina (2011, p. 97) warns that “[...] It is about providing a ‘true to life’ picture of what people say and how they act; people’s words and actions are allowed to speak for themselves”.

The interview, as we use it, is inspired by active listening and, above all, by the added value of dialogue, nourished by the empathy that comes from understanding what is narrated. And opening up semantic fields for debate, reflection and learning. A semi-structured interview that delves into personal realities that border on the private. It becomes a resource for the exchange and enrichment of meanings (VALLES, 2007). This is an art that, according to Denzin and Lincoln (2003, p. 643), goes beyond the simple “[...] asking questions and listening to answers”.

The interview was organised in different sessions, some of which were not recorded, in order to achieve trust and consensus with the informant. Consequently, and in close connection with what AMAR (2018, p. 162) points out:

We do not pretend to demonstrate, it is enough for us to show, knowing that dialogue and active listening invade everything, endowing the action with

the benefit that takes over the process, where the hierarchical direction is broken by a more participatory one inspired by the interview.

We will not lose from the prism of qualitative research its holistic perspective, by virtue of and in coherence with a social reality in which innumerable factors come together and converge in an intersectional manner (FLICK, 2008). It should also be noted that the development of this study does not contemplate the obligation to establish universal models or possible experiences applicable to other situations of similar characteristics. In this sense, the aim is to understand a reality, as well as to interpret it and to visualise it in order to make it understood. And following Rivas (2014, p. 101): “[...] it does not seek to discover the reality presented to us, but to understand the socially and historically constructed narrative in order to facilitate its transformation”.

However, this research is structured in five phases: A) Selection of the problem to be studied. B) Review of the sources. C) Analysis of the informant’s comments D) Organisation of the core contents and E) Drafting of the report-article. Likewise, the internal structure of the results is organised around seven thematic cores (personal, professional, social, sports, family, pandemic and future), as “Meanings that structure the narrative, connected and forming part of the discourse” (AYALA, 2017, p. 92). Following Misischia (2020, p. 72), we subscribe to the intention to move away from:

[...] conceptual categories, from the pretension of describing and approaches the shaping of meanings. They do not seek to systematise experiences, but to recover the meanings that emerge from them; they do not conceive of a prior scheme from which to organise knowledge, but rather it is constructed in the dialogue between the subjective position of the researcher and the researched.

Ethics, within the framework of narrative, plays a fundamental role. For the maintenance of ethical commitment we draw on the teachings pointed out by Roth and Unger (2018). Both authors point out the need to respect the opinions expressed anonymously. To this we add the sentiments of Tójar and Serrano (2000) on the ethical criterion of respecting the dignity of the informant who is the object of the study.

However, in a qualitative research initiative, the value of devolution is prioritised, overcoming the extractivist or utilitarian perspective. In this sense, we determine two moments: 1) in the transcription of the interviews and the value acquired by the nuance or introduction of some consideration and 2) after the drafting of the preliminary report, it is shared with the aim of improving with her final appreciations, if there are any. In addition to the importance of explaining the leading role played by the informant in the whole process and work of the research.

And always subscribing to the importance of understanding links, which are inspired by the three principles described by Denzin (2008, p. 189) “respect for others”, “knowing how to listen”, as well as “caution and humility”. Ultimately, narrative enquiry, in the words of Phillips (2014, p.10) refers to them as “real people living in real and complex social contexts”; considering that “people understand each other by talking” (AMAR, 2020b, p. 172).

3 RESULTS

3.1 THEMATIC NUCLEUS: THE PERSONAL

Pao defines herself as an “open and outgoing person, who likes to help others. I do sport and I want to learn in my daily life. I like to make the most of my time. I also love reading and hiking”. In another area of her profile as a person, she says that she “likes to go out with others and if there are problems I empathise very quickly; I am also linked to the group of blood and marrow donors”.

A girl who does not hide how she came to study teaching, because “honestly, in the first place, I wanted to study physiotherapy, but due to a question of grades I was unable to get a degree”. Then, “as I like children and I feel identified with them, I chose to study primary education. I started it as a test. And for the first two years, which are more like ordinary studies, I barely enjoyed the course, and the content didn’t really appeal to me”. But, “after the internship I discovered that it was what I liked, that it coincided with the speciality of physical education”. When asked what it was that he discovered, the answer was immediate: “from the moment the children asked me their questions and I knew how to answer them, I started to get excited. I began to feel like one of them. My relationship was one of closeness and they even told me about their problems.

A career that he acknowledges is easy and has few major complications. In her narrative, she warns of the difficulty that arose due to the pandemic, as she was required to “self-train without being prepared for it, in addition to the fact that some teachers in the faculty were not prepared for it either. At the beginning, I had problems with the materials and with the internet connection. What’s more, the possible complication was in the semi-attendance classes which, being divided into subgroups, the contents “were sometimes not the same for all the students”. But his lucidity demands “more didactic strategies to put it into practice in the classroom in the right way. We are good in terms of curricular content, but perhaps the didactic section is lacking”. She admits to having “more training in child psychology, even with difficult pupils, than in didactics. I still lack the resources to be able to function normally in the classroom”.

In short, she feels that she is beginning to be well prepared, although she warns that “I still have a lot to learn”. She admits that she is beginning to get along with the students and that she has answers that motivate her. Moreover, she proposes “to get out of the traditional way of teaching, I would like to innovate”.

3.2 THEMATIC NUCLEUS: THE PROFESSIONAL

Her predilection for physical education is “because I like sport quite a lot and I am very active. I don’t want students to see PE as the typical subject where I have to run or do sit-ups, so they end up hating it. I have come across children on work experience who have told me that”. His contribution to physical education focuses on “introducing games, recovering traditional games, motivating and innovating; having fun with them”. But he also introduces aspects such as “injury prevention and, above

all, healthy lifestyle habits, including good nutrition, rest and hygiene". What's more, his experience has led him to talk to his students about "not having to spend so many hours in front of screens, that they should look for alternatives to have fun". And his proposal, which he implemented in his first year of work experience, was the "creation of an escape room on healthy habits and we all learned a lot, having a good time. The teacher even congratulated us, as I put it into practice with my colleague".

When asked what she expected from the degree course, from her time at the faculty, the interviewee said that "it was not what we were told, that teaching is about painting and colouring; as well as acquiring a comprehensive training to be able to develop professionally". Moreover, she demands "to be able to transmit to my students what they need to know. To contribute to educating autonomous and aware people". But the interviewee does not feel fully prepared to face her class group. It is true that she still lacks a year of initial training, but she emphasises that "where I really learn is in practice; I lack the strategies to be able to exemplify well what I want to teach". And focusing on physical education, the informant likes to "start with games, make my classes dynamic and even listen to them before starting. I like to start from what they know or do". She says that she makes her classes dynamic and proposes activities where children touch each other, but that they have been truncated by the pandemic, where many educational practices have been reduced or limited to simple designs.

She proposes classroom interventions inspired by examples, active listening, play and encouraging student participation. And to contribute to the longed-for participation, her classroom proposal is to "organise them by learning group and to level them internally, so as to encourage different collaborative actions". It would be a proposal for "helping each other and balancing capacities, where they can learn from everyone and everything". In addition, his proposal includes project work.

While her dream of teaching physical education involves "games and taking them to the playground. I would like to introduce the curricular blocks with a common thread". And she exemplifies this through "eating habits and their relationship with sedentary lifestyles and proposing hiking, good nutrition and healthy habits". While "one activity could be, instead of playing cops and robbers, to invite them to play oral hygiene, where it is the toothbrush that has to catch the bacteria".

His students would learn about everything but, equally, "how to live together, that they are good people, that there is equality in the classroom, that conflicts are resolved through dialogue". However, she would emphasise "not to insult, to respect each other, because that is not a game". As a physical education teacher, "I would be very careful with language, as it is the basis of respect and consideration for others; it can damage their self-esteem or be misinterpreted". If a pupil cannot cope with a certain activity, "no one should laugh or think they are stupid. Everyone has their worth, we are going to look for it and make it known, but among all of us".

3.3. THEMATIC NUCLEUS: THE FORMATIVE ELEMENT

We are dealing with a new, enthusiastic teacher who encourages her class-group and if there is homework to be done at home, it should be "as a complement,

as they should take advantage of the afternoon to do sport or physical activities; they should have fun”. His initiative involves promoting “with a group of future teachers, the use of squares or beaches to play ball, and we have the idea of going to the town councils so that they allow this game and it is not punishable”.

Likewise, the profound changes brought about by the pandemic have changed the school and its daily life. Similarly, training in the faculty of education has also changed. In this sense, “self-training has been encouraged. We as students have been forced to prepare ourselves. At first it was a bit complicated, but then we got used to it. But the university lecturer also felt the need to change. Although “you could tell that some of them didn’t have a lot of skills and they learned how to teach on the fly”.

Self-training was crucial in this period. Relationships with other classmates have been “strengthened”. And also “I have done my own research when making a didactic unit”. These social changes have “sharpened my imagination to research and design my own activities”.

And the acid test came “with my internships, where I learnt, but sometimes I found myself alone”. An experience that has made her mature and move forward in order to continue growing. What’s more, all this uncertain time has made her think that students should take home “activities that make them think and reflect, not repeat or finish what they haven’t finished in class”. School should be a meeting place and “a space where students have their own time”. And in her role as a teacher, she explains her proposal with a new example: “When it was the Olympic Games, I didn’t force them to do research, but rather the need to learn came from them; I motivated them to learn”. His strategy was to “give them a little guidance and let them take the initiative”.

In terms of social recognition, it could be said that the primary education curriculum has been increased by one extra hour of teaching per week. She refers to “how we have greater social recognition and importance”. And, for example, “of the three hours we teach, half an hour should be compulsory for healthy habits”. And, demonstrating her exemplarity, “in the centre where I did my internship, a breakfast calendar has been set up, which was usually related to early childhood education”. And now, “every day of the week they bring to school something for breakfast that is not industrial or processed”. His concern is about “the rate of obesity and sedentary lifestyles among schoolchildren”. This has been increased by the pandemic.

And as a curiosity, she points out that many pupils have developed a new temporary measure: video. That is to say, according to the informant, they use video as a physical education table and to work on some part of the body they refer to “I’m going to make a video of this or two videos of that”.

3.4 THEMATIC NUCLEUS: SPORTS

A sports lover, Pao is a federated women’s futsal player. As a result, women’s futsal plays an important role in her life, as it has served as an incentive for her to practice sport and to form a group of human relationships. The explanation lies in the fact that they share the same age group and hobby but, in addition, it should be added

that at the beginning of the pandemic “most of us contracted the Covid and we made a WhatsApp group that helped us to unite since we began to share opinions. And that fostered a dynamic of relationships that is still going on”. What’s more, “the external groups of our friends have joined the team”. As a curiosity, Covid, in this sense, “for us, it strengthened our union and friendship”.

She plays goalkeeper and says she feels loved by the team. She speaks of responsibility because “I see everything, I lead the team in a certain way and, in addition, the teammates recognise me when I make a save”. In other words, “we encourage each other”. Therefore, with women’s futsal, she says that values can be transmitted that can be extrapolated to school, such as “cooperation, gender equality and non-discrimination or promoting inclusion”. And she adds: “we had a teammate who had epilepsy or another with serious personal problems and we treated and loved her as one of the group”. Pao has learned from her experience as a sportswoman that “we all have something, we are all different”.

Even when she plays, she insists on transmitting respect to all teammates and opponents. And, as an example, she adds “when I go out for the ball and another player collides with me, or she hits me, I always apologise and worry if something has happened to her”. I am also “very respectful with the referees and the technical staff”. Another issue that stands out is training and willpower, because “with effort, good nutrition and physical preparation I have managed to lose twenty kilos. What’s more, I was the first to arrive and the last to leave”. In a certain way, the informant is self-demanding.

Thinking about the public that attends a match, women’s football conveys, according to Pao, “fundamentally, equality between men and women. We make ourselves visible. I would say that equal opportunities can be shared. It is a way to fight inequality. And she exemplifies with a recent reading of a book in which she notes “the barbarities that women have endured in football, that it is a sport for dykes, for macho women, even stay at home”. At this point, she speaks of a challenge to achieve the longed-for equality, respect and consideration. So that girls “don’t abandon the sport”.

But there are things she dislikes in women’s football, such as “competition or violence towards opponents”. She recognises that it is a sport of competition and contact, but “not to such an extreme, because it takes away a little of the enjoyment”. However, she claims that women’s futsal is “a spectacle and not a priority for money”. She gives the example when she states that: “I have received offers from other clubs and I didn’t go because I preferred to be with my teammates, I feel comfortable with them”. A sport that is little promoted or lacks diffusion, with little support or image and that is not promoted too much. And she concludes that “there aren’t many teams when we become adults; the grassroots work doesn’t have continuity”.

3.5 THEMATIC NUCLEUS: THE FAMILY

The pandemic and post-pandemic has not changed certain habits, behaviours and social values. However, Pao believes that the family is an important bulwark to contribute to the development of the individual, as well as a standard on which to

build in order to maintain the illusion in women's futsal. It is also a way of overcoming "the machismo that exists". However, without falling into the provocations that can be heard from the stands or the comments that a fan might make; for her, the family is fundamental to instill a bit of encouragement and moderation. The informant maintains that the family is fundamental in overcoming sexist comments, because "at home you should be given the structure to know what you want and defend it with dignity". She goes on to say "to fight discrimination".

After all, as it is a sport that does not bring in money and, as a student, her income is minimal, it is her parents who cover the costs of "sports clothes, travel to training sessions, etc."

Clearly, Pao argues that within the family, the foundations must be established to admit and promote "that we are all equal, that we are all people and that we have the right to decide". And the basis lies in communication and in a proposal that Pao launches such as "mixed teams so that everyone can enjoy themselves and give lessons in coexistence to society. It would be like a lesson for both on and off the pitch".

In relation to the involvement of the family, she gives the example of her father, whom she defines as a person who likes football very much and "who always supports me". But, according to her, "he gets so involved in the game that sometimes he reproaches me for one intervention or another". However, "these are comments that annoy me". While "my mother doesn't care, what matters to her is that I have a good time and my brothers are neutral". However, "whenever they can, they come to see me". Her parents, in short, what matters most to her is that "I lead a healthy life", although "I buy and cook my own food". Sometimes, "they don't understand that eating well makes me feel good and be well".

Finally, she adds that the family should promote respect for the subject of physical education and not transmit to their children that this discipline does not need to be taken seriously, that they will pass without having to take an exam. "Or that there is no need for appropriate clothing or footwear for physical activity. The family must help to subscribe to the fact that physical education is a fundamental subject in the development of their children. For what they are taught "is a healthy lifestyle, their own body, hygiene or, also, the history of games or their villages". And he argues that physical education "is more than just playing or running; it is about participation, it is about learning with others, it is a way of growing as a person". And, to this end, he proposes "making the classroom dynamic so that students learn to communicate with their parents".

3.6 THEMATIC NUCLEUS: THE PANDEMIC

The pandemic has been an event that has shaped Pao's way of being, doing and feeling. However, he defines it as "something catastrophic; in all areas it has been fatal". As far as her practice is concerned, she points out that "all the time I've been teaching physical education I've been wearing a mask, and I ended up sweating and suffocating after the activities". But she does not forget the students who "suffered

from it and hardly complained, as well as being separated without doing joint activities or not being able to share materials”.

A pandemic that, in relation to women’s indoor football, also changed habits, as every fifteen days “I had to take an antigen test”. However, she highlighted a risk, because “although we trained without masks, we returned in the cars without putting them on”. But the worst thing was the “confinement, which overwhelmed us all and I took advantage of it to kill myself doing sport”. However, he is concerned about the students who lost the habit of doing sport or physical activity and neglected it, with the results: “the increase in obesity and sedentary children”.

In short, he concludes by saying that the pandemic “in my life and in football has been horrible” and that “I have taken refuge in social networks to communicate and socialise, albeit virtually”. These technologies in times of pandemic were used by Pao “to watch videos of sports routines and also to connect with my friends in the team”. To which she adds that “the club sent applications to keep track of training, its management and planning”. A pandemic that she says has made her “mature and be more confident, even to continue learning, as I manage with technology”.

The role she assigns to technology in these times of pandemic has been “fundamental, it has helped us to learn and has allowed us to become more flexible”. And she highlights “everything related to dealing with others and, for example, in the classes we had created WhatsApp groups to help each other, from providing materials to the subject link”.

3.7 THEMATIC NUCLEUS: THE FUTURE

The debate focuses on initial and continuing training. He recognises “that he still has a lot to learn”. And, equally, she sees in lifelong learning “a possibility to continue learning, to not stop learning”.

Moreover, encouraged by her professional future, she comments that “I have taken courses and I continue with my self-training”. For example, “I’ve just finished a coaching course, I’m doing another referee course and I’m waiting for a nutrition course”. And all this in order to “continue to innovate in my physical education classes; in this sense, I am an entrepreneur”.

However, it is normal for her to feel uncertain about finishing her degree. Her question is “and now what; continue with the master’s degree or take a competitive examination. I wonder what they will be like, if there will be enough places”. But she sees that education is changing and she is part of this “web of change, innovation and possibilities”. She wants to promote “non-traditional, more active methodologies that have children as active subjects in their learning”. A future, according to Pao, that is “committed to the attention to diversity”. Therefore, he maintains that education is evolving based on the “involvement of the teacher”. Pao sees herself as eager and motivated to become a teacher and “to be able to introduce the values of women’s football in physical education classes, thanks to the game, to bring teammates who can talk to them thanks to a master class or small challenges”. And, “I would introduce

the presence of family members in class activities, for example on women's day". A way of exposing and proposing that equality comes into play.

4 CONCLUSIONS

The pandemic was a situation that determined her work as a future primary school teacher in physical education. With a question: what has it taught us and what have we learned? In a certain way, virtual self-training was demanded of her and, from that moment on, technologies played an important role. The pandemic was a training challenge that also took university teachers by surprise. But it also helped Pao to connect with her class group and her women's futsal team.

A future professional who doesn't want to be a typical gym teacher. She is determined to attract her students to physical education through play, participation and healthy habits; she is concerned about sedentary lifestyles and childhood obesity.

Despite a year of initial training in the faculty of education, he recognises that he lacks didactic skills and where he really learns is in his practical work. And, moreover, with personal demands of self-training to link technologies with physical education itself, giving answers to the current training demands. She would like to contribute to her students being good people, egalitarian and respectful. She would care for the self-esteem of her pupils, while the students would seek out their own strengths in order to make them known. However, it should be noted that the physical education curriculum has increased in teaching hours. But who taught it to teach? Perhaps, to contribute to the wellbeing of people, growing in equal and respectful environments.

As a women's futsal sportswoman, she sees many possibilities and values in the practice of futsal. Far from competitiveness and violence, this sport embodies contents of friendship, cooperation, non-discrimination and inclusion. In a way, it makes women visualise themselves. In addition, Pao subscribes to effort, good nutrition and physical preparation as an element of personal improvement.

She sees the family as the springboard to start fighting against machismo and inequality in women's sport. Likewise, the meaning of the subject of physical education must be transmitted in the family. And she proposes to introduce women's futsal and the family at school, for example with a women's match at school on Women's Day.

In the end, it should be added that on a personal level, the need for self-education or learning by doing and by virtue of didactic possibilities is evident. On the professional side, we would highlight the experience gained in their practices and in the escape room proposal. The social aspect also plays a leading role, according to the audiovisual language appropriated by the students, or in relation to the sporting aspect, where technology replaced presence. The family is their spring to combat the attacks and outbursts of the spectators who question the presence of women in sport, as well as the pandemic and the future as a result to procure vehicles for innovation and improvement. Always with the suitability of a qualified, autonomous and self-confident student body in mind.

It should be added that technologies play a socialising, entertaining and formative role in their lives. She also sees lifelong learning as a professional possibility. Pao wants to be a physical education teacher, innovative and committed to inclusion and attention to diversity.

REFERENCES

- AMAR, Víctor. Ideas sobre la pedagogía de la seducción en el profesorado universitario. **Educación: Revista de la Universidad de Costa Rica**, v. 44, n. 2, p. 426-440, 2020a. DOI: <https://doi.org/10.15517/revedu.v44i2.39535>
- AMAR, Víctor. La increíble mirada de la Mona Lisa. *In*: AMAR, Víctor (coord.). **Retos para la formación inicial**: desde las miradas y las voces de docentes en activo. Barcelona: Octaedro, 2020b. p. 161- 176.
- AMAR, Víctor (coord.). **Miradas y voces de futuros maestros**. Barcelona: Octaedro, 2018.
- AYALA, Raquel. **Retorno a lo esencial**: fenomenología hermenéutica aplicada desde el enfoque de van Manen. Sevilla: Caligrama, 2017.
- BLANCO, Mercedes. Investigación narrativa: una forma de generación de conocimientos. **Argumentos**, v. 24, n. 67, p. 135-156, 2011.
- DECUIR-GUNBY, Jessica; SCHUTZ, Paul. Asking appropriate research questions. *In*: DECUIR-GUNBY, Jessica; SCHUTZ, Paul (ed.). **Developing a Mixed Methods Proposal: a practical guide for beginning researchers**. Londres: SAGE Publications, 2017. p. 33-44.
- DENZIN, Norman. La política y la ética de la representación pedagógica: hacia una pedagogía de la esperanza. *In*: MCLAREN, Peter; KINCHELOE, Joe (eds.). **Pedagogía crítica**: de qué hablamos, dónde estamos. Barcelona: Graó, 2008. p. 181-200.
- DENZIN, Norman; LINCOLN, Yvonna. **The landscape of qualitative research: theories and issues**. Londres: Sage, 2003.
- FLICK, Uwe. **La gestión de la calidad en investigación cualitativa**. Madrid: Morata, 2014.
- FLICK, Uwe. **Managing quality in qualitative research**. Londres: SAGE, 2008.
- FURMAN, Melina. Aprender en la nueva Alejandría digital. **Telos**, n. 114, p. 50-55, 2020. Available at: <https://telos.fundaciontelefonica.com/wp-content/uploads/2020/10/telos-114-cuaderno-yo-alumno-educacion-melina-furman.pdf> . Access on: sept 21, 2021.
- GABELAS, José; MARTA, Carmen. **La era TRIC**: factor R-elacional y educomunicación. Sevilla: Egregius, 2020.
- HERNANDO, Alejandra. Autoeopción de competencias adquiridas en la formación inicial del maestro de primaria. **Revista Infancia, Educación y Aprendizaje**, v. 3, n. 2, p. 729-734, 2017. DOI: <https://doi.org/10.22370/ieya.2017.3.2.809>
- HERRÁN, Agustín de la; VALLE, Javier; VILLENA, José. **¿Qué estamos haciendo mal en la educación?** Reflexiones pedagógicas para la investigación, la enseñanza y la formación. Barcelona: Octaedro, 2019.

LEITE, Analía; SUÁREZ, Daniel. Narrativas, docência universitaria e investigación educativa. **Márgenes, Revista de Educación de la Universidad de Málaga**, v. 1, n. 3, p. 2-5, 2020. DOI: <https://doi.org/10.24310/mgnmar.v1i3.10242>

MANSO, Jesús. **La formación inicial del profesorado en España**: análisis de los planes de estudios tras una década desde su implementación. Madrid: Ministerio de Educación y Formación Profesional, 2019.

MARTÍN, Sebastián Gomez. La percepción de las TIC por los docentes en formación inicial en el Grado de Maestro/a de Educación Primaria. *In: CIDU CONGRESO IBEROAMERICANO DE DOCENCIA UNIVERSITARIA: la transformación digital de la universidad*, 11., 2021. **[Libro de Actas...]**. Tenerife: Universidad de La Laguna, 2021. p. 878-887.

MARTÍNEZ, Jorge. Métodos de investigación cualitativa. **Revista Silogismo**, v. 4, n. 8, p. 01-33, 2011.

MARTOS, Daniel; TORRENT, Guillem; DURBÁ, Víctor, SAÍZ, Luis; TAMARIT, Ester. El desarrollo de la autonomía y la responsabilidad en educación física: un estudio de caso colaborativo en secundaria. **Retos: nuevas tendencias en educación física, deporte y recreación**, n. 26, p. 3-8, 2014.

MATEOS, Antonio; AMAR, Víctor. Curriculum e educação, sociedade e tecnologia. Ideias para iniciar um debate na educação primária. **Revista e-Curriculum**, v.18, n. 4, p.1580-1598, 2020. DOI: <https://doi.org/10.23925/1809-3876.2020v18i4p1580-1598>.

MEDINA, Berenice de Mattos. **La voz del alumnado**. Una investigación narrativa acerca de lo que siente, dice y hace el alumnado de magisterio de educación física en su formación inicial. Tesis (doctoral) - Almería: Universidad de Almería, 2011.

MISISCHIA, Bibiana. Formación y narrativa. Núcleos de sentido a partir del recorrido autobiográfico. **Márgenes, Revista de Educación de la Universidad de Málaga**, v. 1, n. 3, p. 63-77, 2020. DOI: <https://doi.org/10.24310/mgnmar.v1i3.8355>.

PHILLIPS, D.C. Research in the hard sciences, and in very hard “softer” domains. **Educational Researcher**, v. 43, n.1, p. 9-11, 2014. DOI: <https://doi.org/10.3102/0013189X13520293>.

RICOY, Carmen. Contribución sobre los paradigmas de investigación. **Educação**, v. 31, n. 1, p.11-22, 2006. Available at: <https://www.redalyc.org/articulo.oa?id=117117257002> Access on: Sept. 16, 2021.

RIVAS, Ignacio. Narración, conocimiento y realidad. Un cambio de argumento en la investigación educativa. *In: RIVAS, Ignacio; HERRERA, David (coord.). Voz y educació: la narrativa como enfoque de interpretación de la realidad*. Barcelona: Octaedro, 2009. p. 17-36.

RIVAS, Ignacio. Narración frente al neoliberalismo en la formación docente. Visibilizar para transformar. **Magis, Revista Internacional de Investigación en Educación**, v. 7, n. 14, p. 99-112, 2014. DOI: <https://doi.org/10.11144/Javeriana.M7-14.NFNF>

ROTH, Wolff; UNGER, Hella. Current perspectives on research ethics in qualitative research. **Forum: Qualitative Social Research**, v. 19, n. 3, 2018. DOI: <http://dx.doi.org/10.17169/fqs-19.3.3155>

TÓJAR, Juan; SERRANO, José. Ética e investigación educativa. **Revista Electrónica de Investigación y Evaluación Educativa**, v. 6, n. 2, p. 1-6, 2000.

VALLES, Miguel. **Entrevistas cualitativas**. Madrid: Centro de Investigaciones Sociológicas, 2007.

VÁZQUEZ, Esteban; FERNÁNDEZ, José; LÓPEZ, Eloy (coord.). **Innovación e investigación sobre el aprendizaje ubicuo y móvil en la educación superior**. Barcelona: Octaedro, 2019.

ZAPATERO, Jorge; RUIZ, Germán; AVILÉS, Carlos; MIRAFLORES, Emilio. Universidad y escuela: reflexiones de los futuros maestros de Educación Física sobre la transferencia teórico-práctica. **Revista Complutense de Educación**, v. 32, n. 3, p.383-394, 2021. DOI: <https://doi.org/10.5209/rced.70234>

Resumo: Covid mudou a vida diária de uma professora estudante (na menção da educação física), sua maneira de aprender e sua relação com as tecnologias. A metodologia será qualitativa-narrativa, com o objetivo de conhecer e compreender a opinião de Pao. Os resultados mostram sua paixão pelo futsal feminino, bem como sua alta estima pela educação como fator de transformação social, e ela vê a tecnologia como um incentivo para a mudança e o aperfeiçoamento dos professores, para sua auto-formação e para a necessidade de lidar com o currículo de uma forma mais aberta e flexível. Ela apresenta a família como um valor para a educação das crianças, ou a educação física como uma possibilidade de responder a estilos de vida sedentários ou à obesidade.

Palavras-chave: Mulheres. Narrativa pessoal. Educação. Alfabetização digital.

Resumen: El covid ha modificado la cotidianidad de una estudiante de magisterio (en la mención de educación física), su forma de aprender y relación con las tecnologías. La metodología será la cualitativa-narrativa, con el propósito de conocer y comprender el parecer de Pao. Mientras que los resultados evidencian su pasión por el fútbol sala femenino, además de mantener una alta estima a la educación como factor de transformación social y ve en las tecnologías un acicate para el cambio y mejora docente, para su autoformación y la necesidad de atender al currículo de manera más abierta y flexible. Ella presenta a la familia, como un valor para la educación de los menores, o la educación física, como una posibilidad para dar respuesta al sedentarismo o la obesidad..

Palabras clave: Mujer. Narrativa personal. Educación. Alfabetización digital.

USE LICENSE

This article is published for open access under the Creative Commons International Attributions 4.0 (CC BY 4.0) license, which allows use, distribution, and reproduction in any medium, provided that the original work is properly cited. More information at: <https://creativecommons.org/licenses/by/4.0>

CONFLICT OF INTERESTS

The author has declared that this work involves no conflict of interest.

AUTHORS' CONTRIBUTIONS

Victor Amar Rodrigues: Author responsible for the elaboration of all phases of the work.

FUNDING

This work did not received external financial support.

RESEARCH ETHICS

All ethical procedures included in the Committee on Publication Ethics (COPE) were contemplated in this work.

HOW TO CITE

AMAR RODRIGUES, Victor. Teaching physical education: the narrative of a future teacher. *Movimento*, v. 28, p. e28023, Jan./Dec. 2022. DOI: <https://doi.org/10.22456/1982-8918.122672>. Available at: <https://seer.ufrgs.br/Movimento/article/view/122672>. Accessed on [day] [abbreviated month]. [year].

EDITORIAL BOARD

Alan Patrick Ovens*, Alex Branco Fraga**, Allyson Carvalho de Araújo***, Elisandro Schultz Wittizorecki**, Mauro Myskiw**, Raquel da Silveira**

*University of Auckland, Auckland, New Zealand

**School of Physical Education, Physiotherapy and Dance of the Federal University of Rio Grande do Sul, Porto Alegre, RS, Brazil

***Federal University of Rio Grande do Norte, Natal, RN, Brazil.