

CURRICULUM AND TEACHER TRAINING IN PHYSICAL EDUCATION: RELATIONS WITH PEDAGOGICAL PRACTICE

Abstract

This article aims to verify how the relationship with pedagogical practice occurs, both in the process of curricular configuration and in teacher training, within the scope of Physical School Education. As a starting point, we value the role of the Physical Education teacher and the knowledge derived from pedagogical experience in the process of curricular configuration and the training of teachers in the area. Nine experienced Physical Education teachers responded to an interview. Based on the data obtained with it, three categories were brought forth and analyzed, which relate mainly to teacher's participation in the curriculum and to the process of training the participants. The results point out, specially in the Physical education field, the importance of the pedagogical practice both in the curriculum configuration process and in teacher formation. It was concluded that it is necessary to trace a path towards professional culture, in which practical knowledge is essential to the process of curricular configuration and to teacher education.

Keywords: *Physical Education. Curriculum. Teacher education.*