

DISCOURSES AND NOTIONS OF THE "EDUCATED BODY" IN THE PHYSICAL EDUCATION CURRICULUM

DISCURSOS E NOÇÕES DO “CORPO EDUCADO” NO CURRÍCULO DE EDUCAÇÃO FÍSICA

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RESUMO

Este estudo examinou os discursos em torno do 'corpo educado' na formação da primeira turma de estudantes de Pedagogia em Educação Física da Universidad Autónoma de Chile, campus de Temuco, com o objetivo de compreender os conceitos transmitidos durante a formação inicial. Foi utilizada uma abordagem de métodos mistos, tanto exploratória quanto explicativa, combinando discussões em grupo focal com análise de conteúdo. Os resultados revelam discursos recorrentes relacionados ao 'corpo educado', englobando várias interpretações de consciência corporal e ação motora. Além disso, foi observada a persistência de modelos tradicionais de formação com características disciplinares e práticas enraizadas na biomedicina. As projeções dessas descobertas nos permitem observar como o currículo é naturalizado e moldado através de seus discursos, noções e narrativas. Isso, por sua vez, pode incentivar a reflexão sobre as práticas no contexto escolar, levando em consideração os discursos que foram estabelecidos e que transitaram da universidade para a sala de aula.

Palavras-chave: Educação física, discursos, currículo, epistemologia, corpo educado.

ABSTRACT

This study examined the discourses surrounding the 'educated body' in the training of the first cohort of Physical Education Pedagogy students at the Universidad Autónoma de Chile, Temuco campus, with the aim of understanding the concepts conveyed during their initial training. A mixed-methods approach, both exploratory and explanatory, was employed, combining focus group discussions with content analysis. The findings reveal recurring discourses related to the 'educated body', encompassing various interpretations of bodily awareness and motor action. Moreover, the persistence of traditional training models with disciplinary characteristics and practices rooted in biomedicine was noted. The projections of these findings allow us to observe how the curriculum is naturalised and shaped through its discourses, notions, and narratives. This, in turn, could prompt reflection on practices within the school context, taking into account the discourses that have been established and transitioned from the university to the classroom.

Keywords: Physical education; discourses; curriculum; epistemology; educated body.

Introduction

The breakdown of democracies brought restrictive situations to education in Chile and Latin America for university academics, due to the impossibility of questioning the discourses and philosophical elements of professional training processes. This conditioned their ability to question and doubt, fundamental aspects for improving educational methods. This also affected Physical Education which, with the advent of democracy, began to analyse its ethos through the work of researchers who began to scrutinise the philosophies and foundations that have historically underpinned it, questioning a model that has been in place for more than 20 years¹, establishing certain logics that merit review.

Various assessments have emerged that show that Chilean Physical Education has adhered to a traditional scientific structure, limiting the debate. However, with the contribution of various authors, questions have begun to arise regarding a set of scientific, methodological, and biomedical criteria, recognised as precursors of a type of Physical Education that undoubtedly warrants examination, as certain precepts related to racism have been identified within it², particularly concerning indigenous people³ and immigrants⁴, discrimination associated with physical abilities⁵ or sexist behaviour in the classroom⁶, issues that go beyond

common understanding, the gender agenda in Chile⁷, or the challenges related to the anti-discrimination law⁸, creating an opportunity to revisit a form of Physical Education that has always existed but was either silenced or hidden. Physical Education in Chile is described as a pedagogical discipline that has been consolidating, largely supported by the sport sciences^{9 10}, distinguishing a dualistic perspective, anchored in a positivist, instrumental and hegemonic epistemological discourse¹¹, alongside a discourse emerging from the health sciences^{12 13} and that, in the historical traditions of this discipline, has exercised control over the population¹⁴, with the promotion of hygiene and mental health knowledge¹⁵, imposing hygienic procedures¹⁶ that in its philosophical conceptualisation, denote a racio-technical and reproductive configuration, which has been sustained by biomedical discursivities¹² and which, as a hypothesis, this has contributed to sustaining connotations that alienate certain types of bodies, marginalizing them from notions of normality, while, on the contrary, strengthening and favoring the presence of others of a hegemonic and dominant nature, aligned with notions of the 'educated body'¹⁷.

That have an impact through their discourses on the didactic management of a curriculum, its teaching, programs, and pedagogical mechanisms, taking into consideration that discourses represent actions which shape the very objects they speak of^{18 19}. The concept of the 'educated body' represents a term developed from this logic²⁰ and, in the case of Physical Education, implies a potential discursive load linked to certain meanings regarding the education of the body²¹. In this context, the present research examines the discourses surrounding the 'educated body' within the formative trajectories of the first generation of Physical Education Pedagogy students at the Universidad Autónoma de Chile, who entered in 2003 and completed their training in 2007. This enquiry forms part of the ongoing Doctoral Thesis titled *Las Nociones de 'cuerpo educado' en los Planes Formativos de la Carrera de Pedagogía en Educación Física de la Universidad Autónoma de Chile, 2003-2019*, within the Doctorate in Educational Sciences programme at the Universidad Nacional de la Plata, Argentina.

Methodology

This type of predominantly qualitative enquiry²² is framed within a mixed, exploratory, and explanatory method with a complex paradigmatic perspective²³, reflecting an interest in examining the phenomenon from multiple viewpoints²⁴. Pedagogical, sporting, medical, psychological, exercise prescription, health, and other discourses were analysed²⁰ expressions that tend to justify certain claims and, through their actions, ultimately undervalue others^{25 26}. In this context, within vocational training, certain content is arbitrarily selected in the curriculum²⁷, based on exclusionary criteria that establish specific political, epistemological, cultural, psychological, or other positions, thereby sustaining claims that institutionalise particular conditions^{25 18}. Mechanisms for triangulating findings were applied²⁸, alongside a study of the socio-cognitive properties that shape social situations^{29 30}, within a three-dimensional analysis model³¹.

The study focuses on the first generation of graduates from the Physical Education Pedagogy course at the Universidad Autónoma de Chile, who entered in 2003 and completed their academic training in 2007. It was conducted through a focus group, with questions validated using the Delphi method³² and subjected to content validation, linguistic properties, construct validity, and theoretical relatedness^{33 34 35}.

Background information was categorised and coded using Atlas.ti 23 © software. This work adheres to the deontological criteria of the Singapore Declaration³⁶ and has received approval from the ethics committee of the Universidad Autónoma de Chile, code No. CEC 17-23.

Results

On 11 December 2002, the first Physical Education curriculum was officially promulgated at the Universidad Autónoma de Sur (now known as Universidad Autónoma de Chile). This was the result of a proposal presented by lecturer Oscar Manquilef³⁷, from which the curriculum resolution emerged, with its first entry cohort commencing in March 2003. From this group of 72 graduates, 8 professionals were randomly selected for interviews, and through the coding of their responses, a total of 180 quotations were identified, which were grouped into 5 codes, as detailed below:

Tabela 1. Focus group analysis 2007 graduates

Code	Rooting	Density
Experiences	42	2
Education	39	3
Physical Education	31	3
Diversity	9	2
Emotional	6	2

Source: Own elaboration based on the analysis with Atlas. Ti 23 © of the hermeneutic unit called focus group of 2007 graduates.

Always keeping in mind, the objective of identifying the discourses that shape the notions of the 'educated body', we proceed to analyse the responses of our colleagues. Firstly, we observe a valuation of 'Experiences', understood as situations associated with pedagogical practice. In this case, the rootedness of 42 and a density of 2 reflect the relevance of this category within the network of relationships. Therefore, it is a concept that is involved in numerous associations, although its density shows similarities with the other codes, indicating that there is a comparable set of interconnections between the codes, with none prevailing at a higher degree of density.

The evaluations of the 'Experiences' were approached from a neutral perspective, meaning that the experiences constituted significant learning opportunities, with accounts reflecting positive, negative, and neutral attributes. An example of how the 'Experiences' left indelible effects, as referred to by colleagues, can be seen in the following quote.

Interviewee 4: There were teachers who were clearly more demanding than others. However, there were students who were very hard-working regardless of their abilities, while some felt quite frustrated. There was a very fine line when it came to assessing everyone's performance; we all possess different abilities, yet the teachers predominantly focused on performance (1:51 ¶ 15 in Focus group with 2007 graduates).

This opinion reflects, firstly, the demands of the course and the fact that some teachers focused solely on performance. The students' feelings of frustration in response to these circumstances were not considered sufficient reason to modify the levels of demand and quality in the training process. This situation could be associated with a degree of insensitivity on the part of the academics, but it also raises the issue of their responsibility to train qualified professionals. This is further corroborated by the following opinion, which illustrates how the pedagogical approaches impacted the interviewees within the context of the code "Education":

Interviewee 5: Today, from my perspective, our degree represented a departure from traditional Physical Education degrees, which were predominantly focused on performance in the execution of skills. In our case, we were taught how to teach and how to approach tasks pedagogically. We received a robust theoretical foundation in motor skills and motor development. There was always significant emphasis on observation—how to teach, how to convey information, and how to interpret the students' interests. I always recall when teacher 'U' asked us to provide information on why we developed a motor story, leading to discussions about how the students expressed themselves. The reflections on education that I remember from my training centre on how to teach and learn the methodology in artistic gymnastics to effectively teach the students; this was a theme present in nearly all the subjects (1:20 ¶ 10 in Focus group with 2007 graduates).

It can be seen from this opinion that the training requirements, grounded in pedagogical approaches, fostered reflection and the establishment of critical perspectives on how to implement various training strategies, emphasising reflection, observation, and the transfer of knowledge. However, as will be analysed below, there were also practices that the interviewees associated with the typical biomedical training that influenced didactics in Physical Education. Another of the codes represented in this analysis is that of 'Physical Education', which brings forth one of the initial references to the notions of the 'educated body', particularly the biomedical influence, as evidenced by the following statement:

Recognising that some traditionally biomedical subjects were regarded as areas of influence indicates that medical attributions were also integrated into this curriculum. The students from that time acknowledged this, yet they did not associate it with the concept of the notions of the 'educated body', as they found it to be a somewhat confusing reference that generates varied interpretations. In this regard, some distinctions can be observed concerning what the notions of the 'educated body' mean to them:

Interviewee 4: I associate it with body awareness, with my motor action in different situations generated by the environment... independently of the environment (1:1 ¶ 5 in Focus group with 2007 graduates).

Interviewee 2: Proprioception, knowledge of my body, situations, behaviours. Awareness of my body in each situation (1:45 ¶ 4 in Focus group with 2007 graduates).

Interviewee 3: It may be how we were educated under a concept and a methodological line based on the medical or health area, as opposed to the vision of Physical Education... it is difficult to change that paradigm. Work methodologies in the classroom—the 'educated body' is how we were educated at university (1:46 ¶ 6 in Focus group with 2007 graduates).

Interviewee 5: The concept makes noise to me; it disorients me. It gives me the idea that we are taking out the conscious cognitive aspect, and we move on to the bodily configuration. It may be a technicality that confuses me, but it pulls me more towards automatisms than the conscious. The name 'educated body' takes me out, as if the body is separated from the mind. I make the parallel that in my training it

was going in another direction in connecting these two parts (1:71 ¶ 22 in Focus group with 2007 graduates).

The representation of the notions of the 'educated body', as configured by the interviewees, is predominantly linked to body awareness, motor action, proprioception, and knowledge of one's own body. These opinions indicate that the interviewees perceive formative aspects that distinguish the value of motor skills as a key agent in the performance of Physical Education professionals, a situation that is in dialogue with the curricular bases³⁸, which serve as the normative structure that formalises it¹², and which also refers to the didactic distinctions that Gallo Callavid³⁹ points to regarding the body as an object of prescription and optimisation. Furthermore, it demonstrates that Body Education represents a phenomenological approach, placing value on the lived experience of the body through the richness of the experiences it provides. In both instances, the interviewees' reflections notably underscore the importance of motor behaviour, which suggests that it serves as the natural vehicle for corporeal expression⁴⁰.

It is striking that one of the interviewees pointed out that this conceptualisation of the 'educated body' is functionally related to the ways in which they were educated, under a medical or health perspective. He argued that these figurations contrast with the vision of Physical Education itself, highlighting the difficulty of changing the founding paradigms and work methodologies that have been traditionally inherited in university training. It can also be observed that in the case of Interviewee 5, there is discomfort with the interpretations of the term, as he perceives it as a division between the conscious cognitive and the bodily configuration, implying that he finds it confusing to connect a more appropriate interpretation between both conceptions. These narratives reflect that the notions of 'educated body' are not fully identified in the cultural and formative background of all the colleagues who were part of this focus group. It can also be indicated that it was not included in the contents of any subject. However, this could be associated with the novelty and recent definition of the concept, which has been analysed by Scharagrodsky^{20 41}, Ron^{17 42}, and Ospina¹³. In each of these different perspectives, the character of the notions of the 'educated body' is revealed, since, beyond its borders, as a narrative that has effects through its regulatory and normative role, it also functions as an organiser of the curriculum⁴³ and what is teachable⁴⁴ in the context of Physical Education.

Therefore, the understanding of 'educated body' does not limit its effects, as the definitions of the actors must also be considered²⁰, where their associated discursivities flow, with their effects on the formation, concretisation, and expression of certain pedagogical practices⁴⁵, their hidden dimensions⁴⁶, and its effects as a device⁴⁷. These interpretations reveal that, in terms of the understanding of the concept of the 'educated body', associations are perceived that range from body awareness and motor action to considerations about the training received and the relationship between mind and body. Delving deeper into the opinions of the interviewees regarding what constitutes the concept of the 'educated body', reflections emerge that refer to training models and their characteristics, where the notions of the 'educated body' are present in their interstices:

Interviewee 5: I believe that none of us can be unaware that the Chilean education system has these canons of forming generic stereotypes of citizens, and Physical Education does not break away from that model. No matter how much we want to move beyond it, the media and the programs themselves tend to unify rather than reward diversity (1:56 ¶ 23 in Focus group with 2007 graduates).

This view is consistent with the traditional perspectives described by Cornejo Améstica & Matus Castillo²¹, Ron¹⁷, and Portes Junior⁵, as they reflect the persistence of

training structures characterized by the convergence of criteria that tend to reproduce patterns based on technical and tactical skills, along with an approach linked to students' physical capacities⁴⁸, and tendencies towards moral training⁴⁹, which has been documented as a historical structure that guides students' training for social life⁵⁰. This reaffirms the presence of discourses associated with disciplinary models that align with the attributes of the notions of the 'educated body', since pedagogical and didactic resources are employed to model⁵¹ and monitor students' behaviours⁵².

With regard to the identification of attributes in Physical Education training that are related to biomedical elements, some observations are also explicitly made in this focus group that refer to a specific type of training, particularly in the subjects aligned with this approach:

Interviewee 4: In my experience in the subject of postural physical education, it was a subject that I found difficult. I felt that the teacher expected me to answer what he wanted to hear. He didn't allow for reflection or analysis; it was simply 'it is' or 'it isn't.' I don't remember receiving feedback on my work. He was a teacher who did not accept answers other than what he said. Physical education teachers had a different training from those with medical training; it was very evident (1:72 ¶ 36 - 37 in Focus group with 2007 graduates).

Interviewee 5: In my opinion, I think the teacher came from a different line of education that was not established here. He had the mentality of a university professor who thought he was untouchable, and when he didn't like something in class, he would just take his stuff and leave. He was tremendously authoritarian. I still have it etched in my memory that when he didn't like something, he wouldn't wait and would walk out of the class. Even in three or four classes, he would easily leave in the middle of the session if something happened that he didn't like. He didn't care if something happened inside the class that was not related to him. For example, most of the classmates who negatively pointed out that he was not providing good quality teaching would simply fail them. That was a bad habit he had at university, thinking he was superior (1:74 ¶ 31 in Focus group with 2007 graduates).

The opinions reveal the tensions in the classroom with teachers who have biomedical training and the rigid scenarios that did not allow for reflection. As the interviewees point out, there was no opportunity to dissent. These events are not recorded as isolated actions; they have been portrayed at different times and can be attributed to a way of institutionalizing authority. As stated by Gvirtz & Palamidessi⁵³, curricular conformations are often identified with models that establish authoritarian forms, which have also been questioned due to the tension implied by the promotion of technician methods that reflect a medical authority figure²⁰. Such impositions on teaching, through training programs, institutionalize knowledge and discourses that shape notions of the 'educated body'¹⁷, often in a context of power verticalization⁵⁴. In terms of didactic attributes, it was possible to identify opinions that allow us to understand the discursivities that flowed;

Interviewee 3: One thing I appreciate about the university and my experience as a teacher in various institutions is the ability of the teachers to share their experience with us. Whether in the playground, over a cup of coffee, or in informal settings, the transmission of pedagogy and the concept of physical education was experienced in a special way. Today, not all institutions have this quality in their teachers. Some think they are gods. However, in my training, most of the teachers

were passionate about what they did and had the ability to transmit that passion for teaching. That marked me and made me an open person to respond to students and to approach education from a holistic perspective, considering aspects such as their well-being and that of their families (1:75 ¶ 50 in Focus group with 2007 graduates).

This commentary refers to a close and committed teaching that was in tune with the inquiry-based model that was beginning to take root at that time with the aim of improving teaching practices⁵⁵. The social dynamics that took place in the framework of open and informal dialogues benefited a flexible appropriation of knowledge, which contrasts with the observations made by Gallo Callavid³⁹, who states that physical education training has often been characterized by rigid disciplines. In this case, it seems that with some teachers, this rigidity did not materialize. Another aspect that can be extracted from the comments analysed is the didactics centred on play as a training resource, an instance recognized as a crucial agent in children's motor training, and which has been pointed out as a key aspect to realize a Physical Education far removed from excessive disciplinary rigor⁵⁶.

His distinction goes beyond the views of Vigarello⁵⁷, who argued that for there to be a certain conviction and certainty of learning, or rigor in the development of actions involving the body, the technical aspects of movement are of greater importance. According to Vigarello, the unpredictability of play should be minimized as an expression of enjoyment and genuine pleasure in movement. However, it appears that the impact of these playful proposals supported a humanizing didactic discourse, which moved away from military-influenced training models^{57 58}. This shift likely occurred because, by that time, the influence of the repressive state no longer had significant weight in the more open, playful, and less controlling formative activities.

Those indications, such as those stated by Fuster Sánchez & Hidalgo Kawada¹⁴ regarding a historically ideologized Physical Education, found no place here. This perspective represents a rebelliousness that broke with certain didactic logics in a counter-cultural stance^{59 60}, which, according to the evidence observed, has been a hallmark of this career. The opinions recognize the value of play as a resource that nourished several subjects; it was a transversal connotation that permeated sports, expressive, or didactic disciplines. The use of play, playfulness, and the creation of didactic proposals centred on fun, enjoyment, and autonomy, along with a resolute attitude showcasing leadership attributes, are key elements highlighted in the following opinions:

Interviewee 5: In my first years, I learned a lot when I shared with colleagues from other degrees at different universities. They mentioned that we had a differentiating factor: the ability to organize games. The emphasis on working with materials, even when we didn't have a lot of it, was a tremendous creative tool that distinguished us from other majors. When I spoke with students from other universities, it was perceived as a significant advantage we had (1:76 ¶ 61 in Focus group with 2007 graduates).

The fluidity with which these hallmarks were generated in the career, referring to leadership and play, likely resulted from some academics' responses to their own training, which was characterized by classical instructional models. When the interviewee points out that *we had a differentiating factor: the ability to organize games* (1:76 ¶ 61 in Focus group with 2007 graduates), it refers not only to an attribute that utilizes play as a resource but also to an understanding of movement that extends beyond its organic dimension. There is a recognition of its value, as it plays a significant role that is integrated into various subjects, transforming

into a symbol of enjoyment, happiness, and entertainment. These aspects, in the current scenario, represent a greater adherence to motor practice⁶¹.

In the same vein, when the interviewees were asked about the continuities and discontinuities perceived in the training plans, they described two specific subjects:

Interviewee 1: *"In sport psychology, I remember we talked mainly about stress and distress, and that's the only thing I remember. I think the continuity of sport psychology was lost in the curriculum, and that was an important element that was lost. It was a very relevant subject where we dealt with the emotional aspects related to sport. That was necessary in our academic training to know the characteristics of the students and to work on their behavior"* (1:78 ¶ 65 in Focus group with 2007 graduates).

The impact of sport psychology can be seen not only in the usefulness attributed to it, as it was recognized as a formative activity that allowed for the understanding of socio-emotional situations. Its impact is also observable in the research topics; from the bibliometric study of bachelor's theses⁶², it was possible to show that this subject had 7 associated theses, reflecting its level of importance. From 2015 onwards, this subject had no presence in the curriculum, thus reflecting a discontinuity. This background is further complemented by the following statement:

Interviewee 4: *I think one of the important elements that is now missing and was removed from the curriculum was psycho-pedagogy one and two. All the needs that are seen in the school environment today could have been better addressed if we had taken these subjects into account. Professor 'M' was the one who taught them, and he was able to show us the importance of early childhood education with great clarity. I think that is something that is missing in our education* (1:79 ¶ 66 in Focus group with 2007 graduates).

The pandemic situation highlighted the value of this type of training, which helped the PE students themselves to visualize their learning conditions, although, as they stated, it was an underestimated subject, as can be seen in the following assessment:

Interviewee 4: *There is a lack of notions of emotionality, corporeality, and expression in education. In my training, this aspect was not considered, and education focused on disciplining the body. Today, in the post-pandemic period, both in education and in society in general, the need to address the socio-emotional aspect and train people to develop their emotional and motor strength is recognized* (1:5 ¶ 24 in Focus group with 2007 graduates).

Discussion

The notions of the 'educated body' are not always recognized; this may be associated with the fact that it is a complex conceptualization, with Scharagrodsky^{20 41} and Ron^{17 42} being two of its precursors. The discursivities associated with their effects are evident in the comments, highlighting their influence on the curriculum⁴³, routines, and didactics⁴⁴. Discourses and notions of the 'educated body' are linked to the construction of pedagogical practices⁴⁵, which also incorporate certain hidden dimensions⁴⁶, functioning as a social device⁴⁷ of biopolitical power within the curriculum. Curriculum structures are influenced by a variety

of political positions⁶³ and acquire institutional forms, technical characteristics, and mechanisms that determine the actions of social actors through their discourses and procedures.

They shape reality by creating environments and symbolisms in a practice that model's reality, establishes a hierarchical order, and produces specific relationships between the observable and the communicated. It is a mediating experience of non-discursive practices, where discourse is the instance, the space that facilitates the construction and emergence of meanings and senses¹⁸. These reach out to society and, particularly, to schools⁶⁴, through emphases, content choices, methodological recommendations, rationales, and bibliographies. Hence, the importance of scrutinizing these discursivities that flow in training programs, as there are symbolizations nourished by historical contributions⁶⁵, creating identities within educational processes. Ron¹⁷ precisely defines this when he points out that the 'educated body' is a construction of discourse and, as such, is a product of the rules, meanings, and uses that the training path, as a training device, regulates—regulating through repetition, convention, and, consequently, a training plan. Through the curriculum, notions of the 'educated body' are instituted, which are also influenced and intertwined with traditional lines of stratification, sedimentation, updating, or creativity, always considering the establishment of power⁶⁶.

The discourses studied demonstrate that biomedical subjects establish mechanisms of authority. In this respect, Gvirtz & Palamidessi⁵³ indicate that all didactic activity pertains to relations of knowledge and power, which also incorporate the ideas of the teachers. This phenomenon, within the historical context of Chilean Physical Education, is not new; it shows that this pedagogical discipline has developed principles of order and authority⁵⁰. This situation has also been reported in the Latin American context, revealing that medicine has wielded authority over Physical Education²⁰. Cornejo Améstica & Matus Castillo²¹ reaffirm that Physical Education has regarded the body as a structure, sustained within a Cartesian tradition and thus reflecting the power of classical positivism in its precepts. This results in a concealment of the intentions of the curriculum⁵⁴, with performance expectations that are reinforced by ministerial guidelines inclined to maintain these orientations⁶⁷.

The narratives and pedagogical-didactic trajectories reveal the presence of play, which invites and facilitates the development of collaborative attitudes, tolerance of adversity, communication, friendship, and respect for rules, regulations, and agreements⁶⁸. This is a favorable aspect that permeates the stories and supports Linzmayer Gutiérrez's views⁶⁹, which regard play as a representation of enjoyment and pleasure that distances itself from the notion that the body must be subjected to certain controls, disciplines, punishments, or violence to realize the educational act. This perspective is in tension with, and contradicts, the biomedical discourses that advocate for the construction of a system for the development of physical activities, sports, and games to contribute to biopsychosocial wellbeing⁷⁰.

There is evidence of a revaluation of narratives that recover content related to psychology and psychopedagogy, a condition that may have arisen because of the pandemic, which necessitated the management of emotions during confinement, along with all its effects on mental health⁷¹. There is a presumption that certain technical conditions in Physical Education⁴⁹ have been embedded in the historical structure of Chile, tending to model the pedagogical practices employed.

Conclusions

The discursive recurrences identify notions of the 'educated body' that refer to diverse interpretations, including associations with bodily awareness and motor action. They also acknowledge that their training involved practices rooted in the medical field. The presence of traditional training models, characterized by disciplinary features influenced by stereotypes and the convergence of classical criteria, has been confirmed. Authoritarian practices and rigidity

were noted in certain subjects with a biomedical focus, which developed in parallel to academic practices reflecting a close, committed, and game-centered teaching approach. This differentiation marked a distinct departure from other schools of Physical Education.

It is indicated that training in sport psychology and psychopedagogy represented activities now recognized as relevant but were undervalued at the time. The diversity of discourses and notions of the ‘educated body’, present in the study, reveals certain traditional and disciplinary practices that the interviewees did not perceive as such. This highlights the necessity to reflect on training proposals to render the nature of the curricula and their orientations more transparent.

The projections from these studies enable us to understand how the curriculum is naturalized, structured, and projected based on its discourses, notions, and narratives. This, in turn, could foster reflection towards an understanding of practices within the national school context, considering the discourses that have been established there and that have transitioned from the university to the classroom.

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