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Analysis of the perceptions about the body of the faculty in the Bachelor's Program in Physical Education and Sport at the University of Los Llanos

Análisis de las percepciones sobre el cuerpo del profesorado en el programa de Licenciatura en Educación Física y Deporte de la Universidad de los Llanos

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RESUMEN

Palabras clave:

Discursos,
Cuerpo,
Educación Física,
Lenguaje,
Resistencias,
Rupturas.

Este estudio examina cómo el discurso empleado por docentes universitarios en los recursos pedagógicos, curriculares, investigativos en la educación física incide en la formación académica de los estudiantes. La investigación buscó entender la evolución del lenguaje en estos recursos y su impacto en la percepción y práctica relacionadas con el cuerpo en el ámbito de la educación física. Para llevar a cabo el estudio, se empleó una metodología que combina revisión documental y entrevistas a docentes del programa de educación física de la Universidad de los Llanos. La revisión se centró en currículos, planes de estudio, guías de clase y publicaciones académicas que abordan la perspectiva sobre el cuerpo en dicho programa. A través de las entrevistas, se buscó identificar tendencias, similitudes y divergencias en los discursos y visiones sobre el cuerpo reflejados tanto en los documentos como en las conversaciones con los profesores. Los hallazgos indican que, en el programa de educación física de la Universidad de los Llanos, el cuerpo es visto no solo como un instrumento para la actividad física, sino también como un espejo de la salud, cultura e identidad del ser humano. No obstante, se detectan cambios en las perspectivas, evidenciando una inclinación hacia una visión más científica y multidimensional del cuerpo.

ABSTRACT

Keywords:

Discourses,
Body,
Physical Education,
Language,
Resistances,
Ruptures.

This study examines how the discourse used by university teachers in pedagogical, curricular, and research resources in physical education affects the academic training of students. The research aimed to understand the evolution of language in these resources and its impact on the perception and practice related to the body in the field of physical education. To conduct the study, a methodology combining document review and interviews with teachers from the physical education program at the University of Los Llanos was used. The review focused on curricula, study plans, class guides, and academic publications addressing the perspective on the body in said program. Through the interviews, the aim was to identify trends, similarities, and divergences in the discourses and views on the body reflected both in the documents and in conversations with the professors. The findings indicate that, in the physical education program of the University of Los Llanos, the body is seen not only as an instrument for physical activity but also as a mirror of human health, culture, and identity. However, changes in perspectives are detected, showing a tilt towards a more scientific and multidimensional view of the body.

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Introduction

In the field of Physical Education and Sports, the concept of the body arises not only as a common theme in the academic field but also as a fundamental pillar underlying both formation and educational practice (Carballo et al., 2021). In this sense, this study focused on how the Physical Education and Sports program at the University of Los Llanos has conceptualized and addressed the body since 1998. Therefore, it reveals different perceptions that prevail among the teaching staff and how these can impact the educational process. Likewise, this article explores how these discourses about the body have evolved and currently influence pedagogy and physical education practice.

From a historical perspective, the perception of the body concept has been conceived since its inception from a physical or biological tools approach, as indicated by Poblete et al. (2014), where the body in physical education classes is oriented from the presence of the mechanical and physical activity.

Likewise, this is established from a perspective that analyzes the body from a corporal rather than a non-corporeal posture, as reflected by Gómez (2005) in which the body can be improved and strengthened. For this reason, teachers' discourses and practices have followed this trend.

Subsequently, given the emergence of new research, the discourse on the body has been changing towards the complexity of corporeality. Therefore, the body is analyzed not from the biological but from a more diversified context, intertwining the biological, sociocultural, and emotional aspects (Galak, 2014).

This new perspective becomes a holistic and multidimensional vision, as Gallo (2009) suggests that having a physical body does not only imply being that body; instead, we live and experience

our body from emotional, experiential, and spiritual perspectives.

This significant evolution has shown an understanding that generates reflections of critical thinking and profound discourses for human corporeality. In this sense, Aguirre (2019) indicates that the body is not only a means through which movements leading to physical activity are generated but also can be reflected as a mirror intertwined with health.

In the last decade, physical education and sports have emerged as crucial fields not only in academic formation but also in the holistic development of the human being. Given their growing relevance, it is imperative to critically review the pedagogical approaches adopted in these disciplines, especially concerning the conceptualization and role of the body.

The importance of this analysis lies in the need to offer physical education that responds to the demands and challenges of contemporary society, where the body plays a central role, indicating at the same time that the human being possesses a body and, simultaneously, is a corporeal entity (Johnson, 2019). According to the above, it is understood that predominant discourses are redefining practices and approaches to provide a more coherent, inclusive, and respectful education considering the diversity of bodies and experiences present in our society.

Therefore, this empirical study emphasizes finding the discourses of the professors from the Program at the University of Los Llanos since university dynamics enable transformations, in this case, the Educational Project of the Program (EPP), micro-curricula, pedagogical strategies, among others. In this sense, there was a need to scrutinize through interviews and documentary review how the change in teachers' discourses has been from continuities and discontinuities.

Materials and Methods

The approach adopted for this study focuses on a qualitative analysis, given the intrinsic nature of the subject in question: the concept of the body and its approach in the field of physical education and sports. The thinking of Bejarano (2016) was taken into account, where it establishes that qualitative proposals are generally open and broad, but as the research progresses, they focus on essential concepts.

This qualitative approach allows delving into the perceptions, experiences, and discourses surrounding the topic, enabling a deep and contextualized understanding of the practices and pedagogical approaches of the Physical Education and Sports program at the University of Los Llanos. Similarly, Herrera (n.d.) mentions that qualitative research does not analyze reality per se, but rather how that reality is formed and understood.

The type of study is exploratory since it addresses phenomena that have not been previously studied, with the aim of analyzing their attributes (Galarza, 2020).

To carry out the analysis of how the concept of the body is approached in the Physical Education and Sports program at the University of Los Llanos, two main techniques were employed: documentary review and interviews with the program's professors.

Documentary Review

This technique involved the detailed analysis of official documents from the Physical Education and Sports program such as the Educational Project of the Program (EPP) and other written materials related to the program and its approach to the body. Micro-curricula and class guides were reviewed, and for this study, certain modifications were made that were considered relevant to achieve the proposed objectives. These modifications are focused on identifying and understanding the predominant

discourses and their implications in the educational process of the program (Gómez et al., 2017).

Interviews with Professors

With the aim of delving into the perception and approach of educators regarding the body and its role in physical and sports education, semi-structured interviews were conducted with the program's professors. Therefore, it is considered that the semi-structured interview of semi-standardized modality promotes the generation of knowledge and its subsequent analysis; additionally, like any interview, it requires ideal conditions to foster interaction between the interviewer and the interviewee (Puga & García, 2022).

These interviews were designed to obtain qualitative information about the perspectives and experiences of teachers regarding the topic. The interviews were conducted individually, and confidentiality of responses was ensured. Likewise, Atlas Ti was used to analyze the teachers' discourses.

Population and Sample

The population of this study consisted of all the professors who are part of the Physical Education and Sports program at the University of Los Llanos. The selection of participants was carried out through non-probabilistic convenience sampling, taking into account their experience and willingness to participate in the study.

Data Analysis

Once the information was collected, a qualitative analysis of the data was performed using coding and categorization techniques through Atlas Ti. This allowed the identification of patterns, similarities, and differences in discourses and approaches regarding the body present both in the documents and in the interviews.

Ethical Considerations

Before participating in the research project, informed consent was obtained where participants were explicitly informed of the study's purpose, the method employed, the expected benefits, and any potential risks. They were also informed that they have complete freedom to withdraw from the study at any time without any repercussions on the treatment of their personal data (Espinoza, 2019). Similarly, to protect individuals' privacy, all personal identification was treated with the utmost confidentiality and anonymity; the data were coded and stored on a secure server using the Atlas Ti software.

Results and Discussion

In the Physical Education program at the University of Los Llanos, the body is considered not only as a means to perform physical activity but also as a reflection of health, culture, and individual identity. The results of this research shed light on how the conceptualization and practice surrounding the body have influenced educational dynamics, teaching and learning processes, and the holistic formation of students in this academic program.

Below is a table showing the important aspects of each discourse of the teachers:

Tabla I. Teacher interviews

Category of analysis	Teacher quotes	Analysis of the Quotes
Perception of the Body in Physical Education	1. "The body is the canvas on which we teach and learn." - Professor A 2. "Our physical education should be a celebration of the body in all its forms." - Professor F 3. "The body is the vehicle of learning." - Professor G	The quotations reflect a view of the body as a central instrument and object in the teaching and learning of physical education.
Relationship between Theory and Practice	1. "Theory is crucial; we cannot limit ourselves to just practice." - Professor D 2. "My classes aim to balance theoretical knowledge with action." - Professor E 3. "If we don't understand the theory behind it, we're just moving without purpose." - Professor B	They underscore the interdependence between theory and practice, and the importance of maintaining a balance between the two in physical education.
Influence of Society on the Perception of the Body	1. "Society dictates many standards about the body; it's essential to discuss it." - Professor C 2. "Media influences how students perceive their bodies." - Professor F 3. "We should question and challenge-imposed body norms." - Professor G	They emphasize the sociocultural influence on the perception of the body and the need to address these influences in the classroom.
Importance of the Body in Sport	1. "Without understanding our body, we cannot expect to achieve excellence in sports." - Professor B 2. "Sports are an expression of the potential of our body." - Professor A 3. "To be a good athlete, you must first be a good listener to your body." - Professor F	They highlight the intrinsic relationship between knowledge and understanding of the body and performance in sport activities.
Holistic Vision of the Body	1. "The body is more than muscles and bones; it's a representation of our culture." - Professor E 2. "Our body carries our stories, emotions, and experiences." - Professor C 3. "Teaching about the body is teaching about life itself." - Professor G	A broad and holistic view of the body is emphasized, considering it not only from a biological perspective, but also from a cultural, emotional and social one.

Correlation between Teachers' Knowledge and Their Understanding of the Body from the Interview

According to the previous table, there were also some testimonies from teachers that addressed these discourses from the conception of the body. "The knowledge, which encompasses the biological sciences and their classical association with the idea of the body, along with the body and research methods, plays an essential role in formulating the discourse in the education of Physical Education teachers" (Teacher 5). This is reflected in the interviews conducted with the teaching staff. The way these knowledges are integrated and related to discursive practices and statements can significantly influence the continuity or discontinuity of educational and discursive practices in this field.

"In the biological sciences in physical education, especially in the preparation of educators, it is a widespread practice that highlights a technical and operational perspective of the body" (Teacher 1).

This approach, which often focuses on anatomy, physiology, and biomechanics, establishes a discourse that values certain types of knowledge and practices related to the body, often prioritizing a mechanistic and objectified view of it (Quitau & Moraes, 2020).

The relationship between the body and investigative processes in physical education is another crucial aspect that influences discursive practices. The way the body is researched, the questions posed, and the methodologies employed all contribute to the construction of a specific discourse about the body in physical education.

Furthermore, they also expressed that "the research conducted in the program has found that the body is not only perceived from the biological perspective but also from other dimensions" (Teacher 1). Therefore, it can offer new possibilities for constructing knowledge in this field. The common scenario in biomedical sciences and physical education research, which is based on standardized

processes and rigid protocols, tends to resist, if not outright oppose, change (Pich & Pedraz, 2021).

Teacher training in physical education at the University of Los Llanos involves integrating diverse knowledge areas. "We must consider that physical education is not merely a biological threshold; rather, there are much broader aspects that need to be explored" (Teacher 3). Physical activities can enhance the coded manifestation of the body's emotions and psychological or cultural symbolisms, becoming a medium to convey an aesthetic message, as seen in dance or mime (Parlebas, 2020).

The way these different areas of knowledge intertwine, are valued, and are transmitted in the curriculum and pedagogy of the program is vital for understanding how the professional identity of future teachers is built and how physical education is conceptualized and practiced.

Knowledge in teacher training also entails certain challenges and tensions. For instance, the coexistence of a biomedical approach to the body with more holistic or sociocultural perspectives can generate tensions regarding which knowledge is valued and how it should be addressed in pedagogical practice. "Encountering new perspectives requires the teacher to dare to delve into pre-established knowledge" (Teacher 3). Navigating these tensions requires critical reflection and a commitment to continuous exploration and dialogue between different forms of knowledge and discursive practices.

Reflective and critical praxis in the training of physical education teachers involves not only the acquisition of specific knowledge but also the ability to critically reflect on how this knowledge is constructed, valued, and applied in educational practice. "I think it is pertinent that the spaces at the University should promote critical thinking, and we as teachers should question our bodily practices" (Teacher 4). Similarly, the classroom and educational activities should foster pedagogical evolution that

moves away from traditional methods and highlights critical and reflective learning (Bernate, 2021).

Perspective on Document Review in the Educational Project of the Program

Historically, physical education within the Educational Project of the Program (EPP) has focused on the development of motor skills and the optimization of physical performance, viewing the body as a machine that needs to be fine-tuned and improved. Automatically prioritizing education based on physicality, it was seen as training the body for production purposes (Beltrán et al., 2020).

This approach, predominantly based on physiology and anatomy, pursues clear objectives: improving cardiovascular capacity, increasing muscle strength, and perfecting sports techniques. This perspective can be understood within the context of the 20th century, where efficiency and productivity were highly valued in society (Gaviria & Castejón, 2019).

Objective measurements, such as times, weights, or distances, were the main tools for evaluating progress in physical education. Thus, the body was essentially viewed as an instrument that, with proper training, could be brought to its maximum potential.

Over time, the Program's Educational Project has shifted towards a more holistic perspective, seeing the body not only as a biological entity but also as a bearer of meanings and experiences. Similar to the study by Kirstin and Normando (2022), which established that physical education, as a diverse, transdisciplinary field with an integral perspective, analyzes the meanings and perceptions of the body and dance, allowing for the review of their historical representations in each specific situation. In this approach, physical education aims to promote overall well-being, taking into account emotional, social, and cultural aspects.

This perspective understands that humans are not just a collection of muscles and bones, but also emotional and social beings. In this way, physical activity is not only a means to improve health or performance, but also a way to connect with oneself and with others. This approach recognizes the influence of culture on our perception and relationship with the body, valuing the diversity of experiences and ways of living corporeality in different cultural and social contexts. From the context in which the individual finds themselves, they describe and connect with others. We are beings who feel, are impacted, and communicate, seeking to give meaning to our identity and uniqueness in various scenarios (Megías & Florez, 2019).

More recently, there has been an understanding that the body not only moves to function or compete but also to express itself. Activities such as dance, theater, and other forms of bodily expression have been incorporated into many physical education programs, highlighting the importance of communication and expression through movement.

These disciplines demonstrate that movement is not just a matter of functionality but carries its own language, filled with emotions, feelings, and meanings. Through dance or theater, for example, stories can be told, emotional states conveyed, and deep connections established with the audience. Moreover, these motor expressions offer the opportunity to explore the creativity and originality of each individual, valuing not only technique but also interpretation and emotion in movement.

Continuity in Discursive Practices in Micro Curricula

The continuity in discursive practices is observed in how statements achieve maximum coordination within a specific knowledge domain, allowing the establishment of a determined focus regarding a particular discourse. This aspect is crucial for instituting the specialized appropriation that the discourse offers and, therefore, establishes

a line of continuity in how the body and discursive practices are approached and conceptualized in the training of physical education teachers.

Discursive practices in the field of physical education at the University of Los Llanos reveal an intricate web of meanings and values assigned to the body and its movement. The conceptualization of the body transcends its mere biology, delving into a terrain where the social, cultural, and political intertwine. This aligns with the study by Rodríguez and Viñes (2020), which understood that the effect of these actions is purely biological and organic, relating to a body centered on the individual. This body is the traditional focus of physical education in its discipline.

In this context, the body becomes a text, where norms, ideals, and expectations are inscribed, acting both as an active and passive agent in the construction and perpetuation of discourses. Consequently, physical education not only deals with training in motor skills but also involves the construction of perceptions, attitudes, and values regarding the body, health, and physical activity.

Additionally, certain statements and practices that reinforce a specific conceptualization of the body and physical education persist. However, it is imperative to recognize that discourse is not static but is in constant tension between tradition and transformation. Physical education, as a field, can be a space where hegemonic discourses about the body are reproduced, but it can also be a fertile ground for the emergence of new discourses that challenge and reconfigure existing perceptions and practices. According to Ruíz and Casala (2020), the dominant body, or the one considered the standard, is the reference against which other bodies are compared and validated.

Teacher training in physical education at the University of Los Llanos involves not only the transmission of technical and pedagogical knowledge but also immersion in a specific discourse about

the body and physical education. Future teachers, through their training, engage in a constant process of negotiation between their own perception of the body and the dominant discursive practices in their training. This process of negotiation and construction of professional identity can be critical for understanding how future teachers will interpret, resist, or perpetuate these practices in their future teaching. According to Mujica (2020), the body shaped by society and humanized through education is the focus of physical education.

The inclusion of diverse voices, the consideration of multiple forms of corporeality, and openness to pedagogical approaches that challenge hegemonic discourses can be steps towards a more inclusive and emancipatory physical education. Critical reflection on how current discursive practices shape perceptions of the body and educational practice is an essential step towards transformation and innovation in physical education teacher training.

Discontinuities and Ruptures

Discontinuities and ruptures are also evident in the discourse and discursive practices within the curricular realm. For instance, the emphasis on anatomy and physiology as the foundation of academic statements may indicate a shift or break from previous or alternative approaches to the body and physical education. These ruptures can arise from changes in theoretical, methodological, or practical perspectives in the field. According to Serra et al. (2020), the language university professors use in curricular resources is essential for the academic formation of university students.

Such discontinuities may emerge in response to various influences, such as advancements in research, shifts in theoretical perspectives, or evolving social and cultural needs and expectations. The mention of anatomy and physiology as pillars of academic statements could reflect a transition towards a more scientific and biomedical approach to the body, representing a break from more holistic or

socio-cultural approaches that may have previously prevailed.

Conversely, discursive practices not only indicate changes but can also be seen as spaces of resistance and innovation. Therefore, the body that is numbed, silenced, imprisoned, restricted, used as an instrument, mistreated, and trained is emancipated from adult-centered domination (Jiménez et al., 2022).

In this regard, the emergence of new discourses on the body and physical education can be seen both as a response to perceived limitations of existing approaches and as an opening to new possibilities and ways of understanding and practicing physical education.

These ruptures can be driven by both internal factors within the academic field and external influences, such as sociocultural or political changes. However, Souza de Carvalho et al. (2020) express that, despite this, it is crucial to improve training related to the reality of the school environment, an institution influenced by its social and cultural context with unique challenges. This current school does not yet match the university pedagogical model and requires innovative pedagogical strategies to achieve higher performance.

Future teachers, as they navigate through these changes and discursive ruptures, may encounter both challenges and opportunities. On one hand, they may face tensions and contradictions between different discourses and practices; on the other hand, ruptures can offer new opportunities to explore and adopt innovative, yet critical approaches in their pedagogical practice and understanding of the body and physical activity. Based on the above, Villaverde et al. (2021) advise that future physical education teachers recognize the significant impact of the values that have guided them into their profession, promote an active and healthy lifestyle beyond the school, and enhance students' enthusiasm and participation during the course.

Navigating between the continuity of certain discursive practices and the discontinuity of others requires critical and reflective skills from educators and students in the field of physical education. The ability to recognize, question, and articulate different discourses about the body and physical education becomes a crucial skill.

This navigation also implies the ability to maintain a critical and constructive dialogue among different perspectives and approaches, seeking ways to integrate, challenge, or reconfigure discursive practices in pedagogically rich and contextually relevant ways. Similarly, Fernández et al. (2022) infer that this is tied to the concept that individuals cannot evolve without modifying their attitudes, knowledge, thought patterns, and actions, which will allow for constant and reflective practice.

Looking towards the future, discontinuities and ruptures in discursive practices about the body and physical education can be seen not as obstacles but as opportunities for critical reflection and pedagogical innovation. The ability of teacher training programs to respond to these discontinuities reflectively and critically, and to prepare future teachers to do the same, will be crucial for the continuous development of the field. This involves fostering an inquiry spirit and a disposition towards continuous learning and adaptation, ensuring that physical education can evolve in ways that are socially and culturally relevant and pedagogically effective.

Discussions

It is vital to recognize the continuities and changes in discursive practices and knowledge to understand the evolution of the field of physical education and teacher training. The continuities, discontinuities, and ruptures not only reflect changes in the knowledge and practices of the field but can also indicate changes in priorities, approaches, and values in physical education teacher training. In the results of the Gaité study (2019), students admitted that at the beginning of their careers, they viewed

the body in a utilitarian and mechanical way, without considering its history or symbolic meaning.

Regarding the results reflected in the present study, there is a similarity to what Valenzuela (2020) expressed, indicating that the discourse of the body poses challenges that require attention from those who speak from emotional and personal everyday experiences, so that bodily experiences can be generated. Therefore, it is stated that the discourse of the body underlies the pedagogical work of the teacher, beyond the instrumentalization of classes.

Likewise, the discourse of the body encompasses different spaces, in this case, it includes the educational approach as a discourse related to sports. This means that the physical education teacher does not broaden the bodily panorama and emphasizes the biological aspect, although Osorio (2016) highlights that these sports practices of hygiene and health can become racist, discriminatory, and colonial practices.

Now, for these discourses to be generated within the classrooms, it is important to establish a curriculum design that is adaptable to the needs of the context, as there are discontinuities that can break the discursive gaps of the body. Therefore, from Emiliozzi's perspective (2011), the study of the discourses present in the curriculum design encompasses both the material conditions that define a certain knowledge and the procedures, changes, and alterations of the events associated with that knowledge.

While observing the results obtained in the present study regarding the curriculum design and the discourses of the body, it has allowed for the generation of different perspectives through the dynamics of the teachers. Thus, according to Gallo and Urrego (2015), knowledge about the conception of the body determines a certain epistemological order based on the review of knowledge produced by research conducted in different higher educational institutions.

In accordance with the above, it is imperative that through research, tangible phenomena arising from various concerns in teachers' discourses can be considered. This was also analyzed by Bernate (2021), who expresses that it is essential for educational institutions to make efforts in research that can transform traditionalist discourses and substantially support bodily practices, where stereotyped bodies are not privileged at a cultural level and a more pedagogical approach is established to generate reflections on corporeality.

Transformations in physical education can arise due to scientific advances, theoretical changes, and social and cultural evolutions. These changes can drive innovation in teacher training. Lasheras et al. (2019) suggest that some students have simplified views in physical education, which could affect inclusivity, although there is recognition of contextual influence from a sociocultural perspective.

Similarly, curriculum redesign establishes not only a sports-oriented approach but also a more humanistic perspective aimed at fostering liberation in the bodies that teachers are teaching. In Crespo's study (2015), the opposite could be highlighted, as there are modern bodily experiences that encourage striving for the ideal body version, thus emphasizing primarily physical appearances that perpetuate stereotypes in society, aligning with the societal model in which we live.

The continuities in discursive practices and knowledge in physical education and teacher training reflect the traditions and foundations that have been considered essential or valuable in the field. These may include certain conceptualizations of the body, pedagogical approaches, and ethical and professional principles that have been consistently valued and perpetuated. Understanding these continuities is crucial for appreciating the foundations upon which practice and training in physical education are built.

However, when observing the school landscape, Vicente (2005) similarly acknowledges that there is

an uneven evolution of bodies focusing on technical variability or particularly biological aspects. Nevertheless, teachers have various pedagogical resources available that can represent a semiotics of a social fracture that schools fail to decipher. Therefore, it is substantially related to the results of this study, as various debates have been carried out where teachers, through their pedagogical discourse, can bring about changes in how the body is personified, which is not solely biological.

The continuities and changes in discursive practices and knowledge have significant implications for teacher training in physical education. These not only influence the content and teaching methods but also the identities and professional practices of future teachers. Reflecting on the continuities and changes in the field of physical education and teacher training implies recognition of the discursive evolution it has undergone throughout its history. Historical review of physical education is essential for understanding its evolution, influenced by survival, war, and cultural and religious practices in different cultures (Aguirre et al., 2019).

Conclusions

Discursive practices in the training of physical education teachers, especially at the University of Los Llanos since 1998, have been significantly influenced and structured by various statements and knowledge. Statements, particularly those related to biological sciences, anatomy, physiology, and positivist research, have been pillars in the conceptualization and recognition of the body from an organic perspective. This approach has allowed for continuity in how physical education is approached, maintaining a trend towards considering the body from a biological and healthy standpoint.

Over time, both continuities and ruptures are observed in the knowledge and approaches related to the body and physical education. While certain concepts, such as the body linked to biological sciences and movement education, have maintained a constant

presence, changes and emerging alternatives are also identified, such as the importance of qualitative research and pedagogy as foundational knowledge in teacher training. These ruptures and evolutions reflect a field in transformation, where knowledge and discursive practices adapt and respond to new perspectives, research, and educational contexts.

Teacher training in physical education is not static and is influenced by predominant discursive practices and knowledge at different temporal moments. The relationship between theory and practice, as well as the integration of different approaches to the body and movement, are crucial for understanding how teacher training is configured and reconfigured in this field. Reflecting on the continuities, discontinuities, and ruptures in discursive practices and knowledge is fundamental for understanding and potentially guiding the future development of teacher training in physical education, ensuring that it is aligned with contemporary perspectives and educational needs.

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