

Chapter 13

Complexity in Teaching Games for Understanding Notions of Motor Behaviour: Challenges in Physical Education Teacher Education

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ABSTRACT

This chapter's general perspective is to explore complex thinking in teaching elements of cultural dynamics (with an emphasis on the play), aspects of body dynamics (with an emphasis on motor behaviour), and movement dynamics (with an emphasis on fundamental motor skills). The research context is the institutional program of pedagogical residency for physical education teacher education (PETE) at one Brazilian university. The objective is to present evidence of complexity in teaching games for understanding (TGfU) notions of motor behaviour in the context of PETE. The specificities of PETE point to recurrent problems for researchers from different areas, such as games and the process of motor development throughout childhood. The research that underlies this chapter is qualitatively oriented. From the thematic analysis, the themes relevant to TGfU were identified in the codes of cultural elements, themes of motor behaviour in (inter)personal aspects, and themes of motor skills in the dynamics of movement.

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INTRODUCTION

This chapter's general perspective is to explore complex thinking in teaching elements of cultural dynamics – with an emphasis on play – aspects of body dynamics – with an emphasis on motor behaviour – and movement dynamics – with an emphasis on the motor skills of stabilisation, locomotion, and manipulation. The research context is the institutional program of pedagogical residency scholarship grants for teacher education at the Federal University of Ceará, located in northeastern Brazil. The purpose of this chapter is to present evidence of complexity in teaching games linked to the notions of motor behaviour in the context of physical education teacher education (PETE). The perspective of this chapter is supported by the Teaching Games for Understanding (TGfU) model, which is an internationally recognised and consolidated didactic-methodological systematisation for the pedagogical treatment of the elements of culture, as well as being a theoretical basis for other propositions of teaching physical education in different countries (Fagundes, Ribas & Galatti, 2020). Although relevant in the international debate, Fagundes, Ribas and Gallati (2020) identified that there is an apparent gap in scientific discussions on TGfU in Brazil and other Portuguese-speaking countries. On the one hand, there are discussions in the theoretical field that cover the objectives, methodologies and populations of each investigation, based on the presentation of the characteristics and potential of the TGfU model. On the other hand, there are also character studies applied in the sports context and on experiences with TGfU in the initial PETE. Thus, there are two distinct perspectives: theoretical discussion and articulation and intervention (Fagundes, Ribas & Galatti, 2020). In this chapter, there is a perspective of integration between both, projecting a possibility of advances in the construction of new knowledge related to TGfU.

BACKGROUND

The specificities of the contexts of professional intervention – such as the context of physical education classes in each school – point to recurrent problems for researchers from different areas such as games, physical education and the process of motor development throughout childhood. One of the main problems is the fragmentation of scientific knowledge that subsidise the PETE, by dissociating the elements of culture – such as games, sports, dance, gymnastics, fighting, capoeira, life daily activities, circus, etc. – and the complexity of motor behaviour, establishing ruptures that can influence teaching in the sense of fragmenting it. The nature, content, and approach represented in each PETE program are a product of the way they are deeply interconnected within their socio-political contexts and – for Sanches-Neto, Venâncio and Ovens (2021) – there is a parallel process happening for the students in these programs. According to Sanches-Neto *et al.* (2013), there are four dynamics regarding the specificity of PETE, as well as physical education teaching and learning processes: dynamics of the culture – cultural elements –, dynamics of the movement – intentionality and relationship to one's own movements –, dynamics of the body – (inter)personal aspects or “transdiscipline approach” –, and the dynamics of the environment – environmental demands. The four dynamics interact in a permanent flow of complex entanglements.

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