

THE EXPERIENCES OF EQUITY EXPERIENCED BY WOMEN ATHLETES OF HIGH LEVEL IN PHYSICAL EDUCATION

ABSTRACT

This study aims to investigate the reality of women athletes of high level and give voice to its protagonists to know what their educational experiences have been and more specifically those related to the subject of Physical Education (PE). Mixed education has not achieved equity. For this reason, it is necessary to work co-educationally, also from the PE, since stereotypes that hinder equality persist in PE. The curriculum, the didactic materials or the attitudes of the teachers contribute to an unequal construction of gender. The curriculum of PE is usually, an unattractive curriculums for girls, so it is not surprising that they lack motivation. It is a case study that analyzes the situations of asymmetry experienced by girls in PE classes. The information was carried out through 19 in-depth interviews and 3 discussion groups. The Nvivo software has served for the analysis of the information with an axial categorization, as well has served for structuring the results. The results show that they value proposals for more playful and cooperative pedagogical models, and these methodologies be presented free of stereotypes. The conclusions include the need to make a change in the subject of Physical Education in both the variety of contents and objectives and methods. It is urgent to take measures to achieve physical co-education from teacher training in universities to the development of teaching materials or the preparation of sports technicians.

KEY WORDS

Co-education, Physical Education, athletes, school experiences

