

# Qualitative perspective in the construction of didactic content knowledge in Physical Education teachers [Perspectiva cualitativa en la construcción del conocimiento didáctico del contenido del profesorado de Educación Física]

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The aim of this research is to describe the discourse and the classroom teaching approach of Physical Education teachers in relation to the Didactic Content Knowledge (CDC). The construction of didactic and consequently pedagogical knowledge is generated from school practices, producing an articulated learning knowledge and located in the relationship between theory and practice, which includes didactic, pedagogical, disciplinary, professional, and practical aspects of the teaching profession. In this sense, the objective of this research was to understand the construction process and the sources of CDC in Physical Education teachers from the Maule region in Chile. The methodology used is qualitative, since it is based on the interpretive-comprehensive paradigm that seeks to understand complex phenomena. In terms of design, six semi-structured interviews were conducted with Physical Education teachers working in the Maule Region, Chile. The process of coding, categorization, and interpretation allowed us to conclude that even if teachers have disciplinary knowledge that does not guarantee quality learning for students who participate in the Physical Education classroom, since a general pedagogical knowledge is required, which allows teachers to plan, organize, and execute quality teaching-learning situations. © Federación Española de Asociaciones de Docentes de Educación Física (FEADEF)

Knowledge

Pedagogy

Physical education

Teacher