



## **Studies on sport and its teaching in Uruguay**

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**Thematic area:** Training in formal and non-formal educational contexts

### **Abstract**

This paper compares the results obtained by two investigations carried out in Montevideo (Uruguay), which studied the meanings of sports teaching for Physical Education teachers. One of them was carried out in public schools and the other in non-formal settings. Its objective was to establish the differences and continuities of such teachings and the orientation for sports training proposed in both contexts. Theoretically, it was essential to conceptualize and dwell on the sports teachers' notions and meanings of sports, teaching and sports education. It was adopted a qualitative methodology based on observation techniques and thematic analysis on specific findings of the conducted studies. The results of the comparison of sports teaching between the two contexts indicate continuities and ruptures. The main continuity is the teachers' concern for facilitating interpersonal links among the participants. The main rupture lies in the exaltation of the game component in formal contexts, and in the attention to the interests of the sports industry in non-formal contexts (in the case of soccer, for example, its practice would facilitate the socioeconomic advancement of the successful). It is concluded that in neither context is it possible to address aspects of sports education (Velázquez Buendía, 2004) linked to the consumption of sports products and services, or to the spectator and the sports spectacle, thus weakening its formative value.

**Keywords:** Sport, Teaching, Sports education