



COURSE DATA

DATA SUBJECT

Code: 33667
Name: Teaching basic perception and motor skills
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Specialist in physical education	ELECTIVES
1305 - Degree in Primary School Education	Specialist in physical education	ELECTIVES

COORDINATION

ESTEVAN TORRES ISAAC

SUMMARY

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Esta materia busca profundizar en el conocimiento adquirido en la asignatura de Didáctica de la Educación Física en la Educación Primaria y preparar a los futuros graduados/maestros, en la especialidad recogida por la LOMCE de Educación Física, para impartir los contenidos relacionados con la enseñanza-aprendizaje de las habilidades perceptivo-motrices y básicas. Esta asignatura se abordará desde una doble vertiente. Por un lado, tendrá en cuenta el desarrollo personal y profesional de los futuros y futuras maestros, y por otra parte, tendrá en cuenta la adquisición de los conocimientos y destrezas necesarias para la enseñanza de las habilidades perceptivo motoras y básicas.

Esta disciplina se ocupará de las competencias comunes para la formación de todo profesional docente, y de las competencias específicas para el desarrollo de las habilidades perceptivo motoras y básicas.

En definitiva, las habilidades perceptivo motoras y básicas se abordarán desde su estudio conceptual, curricular, metodológico, práctico y cultural.



PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no specified enrollment restrictions with other subjects of the curriculum.

COMPETENCES / LEARNING OUTCOMES

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Acquire introductory knowledge of research.

Acquire resources to encourage participation in physical-sports activities throughout life.

Adopt a self-critical attitude towards the teaching and learning processes, valuing the experiences lived in a reflexive way.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Assume the deontological dimension specific to an expert in physical education and incorporate the ethical principles to guide the teaching intervention.

Design, develop and evaluate the curriculum.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Design and develop learning and teaching situations in contexts of diversity typical of physical education, with special attention to gender differences.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.



Know and use strategies and techniques for finding information as a tool for professional development and be able to use ICTs for physical education and for promoting physical activity.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the official curriculum of physical education in primary education.

Know the processes of interaction and communication in the classroom.

Know the theoretical and practical principles of human movement and physical activities.

Learn strategies to promote professional development and lifelong learning as a teacher.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand human movement and physical-sports activities as a socio-cultural phenomenon.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

Value cooperative work and be able to implement it as a condition for improving professional activity.

DESCRIPTION OF CONTENTS

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WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	60,00
Individual or group project	30,00
Independent study and work	50,00
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	150,00

TEACHING METHODOLOGY

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EVALUATION



English version is not available

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