

## 95 - PUBLIC POLICY INCIDENCE TOWARDS APPROPRIATE PHYSICAL EDUCATION

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## Introduction:

The following work is part of an ongoing investigation that analyzes the role of the Physical Education Teacher in primary school, aimed at the level of awareness that exists in our society through different policies implemented in recent times on the promotion of the activity Physics and sports practice. Being part of a reality embodied in the consequences of the statutes emanating from the various Ministries of Education at the National level - MEN, where it is observed that there is no assignment of specialist teacher in the area and / or a degree in Physical Education to teach the pedagogical acts in Early ages where a classroom teacher is normally assigned to comprehensively guide all mandatory areas that students must take, in accordance with the provisions of Law 115 of 1994. (Strategies for continuous improvement, 2016, p. 13).

It is of vital importance to break down the problem that impacts the teaching processes of the students, such as, among other aspects, the inadequate teaching qualification and the scarce resources and teaching strategies adjusted to each level of education, which for many years It is presented in the primary primary institutions of the Department of Atlántico - Colombia. Becoming a national and global aspect that can be extended to all of South America, taking into account that didactics and curricular aspects are part of all those problems that were previously mentioned.

Therefore, at present, curricular proposals cannot be detached from contextual reality in any way, therefore, it is important to recognize the social and cultural characteristics of the population served, as well as contextual elements that allow offering a training alternative that responds in a real way to the needs and interests of social groups. (Bèsibol as a sports training strategy, 2018, p. 12)

The present article arises with the purpose of raising some aspects oriented from the Public Policies, to the appropriate teaching of Physical Education in the primary basic of the Department of the Atlantic in order to strengthen the Physical Education, Recreation and Sports sector. Based on "the purposes of this area focus on human and social development, on an educational project that privileges human dignity, quality of life, development of culture and knowledge, capacity for action and participation democratic." (<https://www.mineducacion.gov.co/>, p. 4)

In this way we can realize the importance that this area currently lacks, comprising the grades of schooling from first to fifth grade according to the Ministry of National Education - MEN, with approximate ages at 6 and 11 years of age. Based on this reference, the International Charter of Physical Education, Physical Activity and Sports of the United Nations Educational, Scientific and Cultural Organization (UNESCO, 1978 and 2015), establishes that the practice of physical education, Physical activity and sport is a fundamental right for everyone. While the Universal Declaration of the Rights of the Child of 1924 and 1959, in its principle 7 states "... the child must fully enjoy games and recreation, which must be oriented towards the aims pursued by education; society and public authorities will strive to promote the enjoyment of this right ..."

## Methodology

The current research is based on the Hermeneutical Historical paradigm, with a qualitative approach, according to what was proposed by (Dilthey (1833-1911)) where he speaks of the "work through which the researcher seeks to understand and interpret a phenomenon or a reality in a specific context. "Using implicit bibliographic elements and a range of several documentary sources, where a selection of documents was made, which provided formal aspects related to the keywords, such as Databases, Critical Readings and Specific search engines.

The following are the specific databases and search engines:

ERIC, indexes, MEDLINE, psycINFO, SPORTDiscus, Anatomy Tv, PubMed, Dialnet, ISI web of SCIENCI, Scopus, iSEEK, Academia.edu, RefSeek, Science Research, JURN, Redalyc, World Wide Science, Scielo, Science, DOAJ, Digital .CSIC.

The sources of information are all those resources that contain formal, informal, oral or multimedia written data, and are divided into primary, secondary and tertiary. According to (Pedraz, 2004) the primary documentary sources are part of a direct information such as the Articles and theses, while the secondary sources are focused on catalogs, magazines and finally the tertiary sources, synthesize the primary and secondary sources in directories.

## Results

Public policies arise as social mediation towards a transformation to avoid inequality, with the objective of enforcing collective rights in different social contexts and, in the educational field, prioritizing quality as an alternative for development and improvement. According to (Muller, 2002), "Public Policy is a process of social mediation, to the extent that the purpose of each Public Policy is to take charge of the mismatches that may occur between one sector and others, or even between sector and the global society".

It is important in turn to highlight the intervention instruments that it raises (Roth, 2002), taken in turn from (Cetel, 2000), where it explains that the state intervention is given through: prescriptive instruments, incentives, coordination, organization and procedure, materials and instruments of delegation to partners, all of the above as actions that, through legal

acts of the public power, intends to attend the development of public policies. (Analysis of Public Policy in Sport, 2019, p. 24)

Based on the aforementioned authors, The Ministry of Social Integration, developed a publication in 2011, which defines public policies, such as "... the set of political decisions, and strategic actions that lead to the transformation of a social reality, that both citizens and those who represent the state, have determined as important or priority to transform, given that there are conditions of imbalance and inequality that affect the quality of life. The Public Policy proposes a distribution of goods or services, and these in attention to the materialization of individual and collective rights taking into account political and social contexts and territories". (<http://www.integracionsocial.gov.co/>, 2011). Reason why it is of vital importance the implementation of Public Policies in the Physical Education, Recreation and Sports sector, for the massification and implementation in public educational institutions, the appointment of Graduates in Physical Education to impart this chair in the Primary school curriculum and thus be able to achieve a quality education in the Department of the Atlantic. Having as main beneficiaries the childhood sector and its impact in a social context, which has been going on for many years, in the implantation of teachers who do not have characteristics according to what this valuable area of specific knowledge needs.

The problem that is currently presented, is often solved by public sector educational institutions, through the processes of agreements that are managed between Public Universities and educational institutions through the provision of the services of undergraduate students to the realization of his pedagogical practices in primary school, in his degree in Physical Education, Recreation and Sports. Bringing up the context in which this area of specific knowledge is immersed, it should be noted that not all educational institutions have agreements with state universities for these services, consequently they are not articulated to the requirements that are implemented since the Higher education. Placing the primary basic sector, in the focus of the "call for attention to the state" for the execution of ensuring the needs that are presented day by day in the childhood sector, in educational institutions through the implementation of Public Policies, for the strengthening of teaching strategies and contents from transparency, in the dissemination of compliance with Law 115 of 1994 of the Ministry of National Education - MEN, Curriculum Guidelines - MEN, Pedagogical Orientations for Physical Education, Recreation and Sports- MEN and the law 181 of 1995 which refers to the promotion of sport, recreation, the use of free time and Physical Education and the creation of the national sports system- MEN.

In accordance with article 5 of the MEN and article 67 of the Political Constitution, education will be developed according to the following purposes: "The full development of the personality without further limitations than those imposed by the rights of others and order legal, within a process of integral, physical, psychic, intellectual, moral, spiritual, social, affective, ethical, civic and other human values." (Law 115, 1994)

The document of Curricular Guidelines of Physical Education, Recreation and Sport (MEN, 2000) offers an approach to the concept of competence in the context of physical education. In particular, it indicates that "praxeological competence allows interpreting the different ways of establishing the theory-practice-context relationships in physical education" (P. 91).

Taking into account the aforementioned Pedagogical Orientations for Physical Education, Recreation and Sports, they emphasize those didactic orientations that must be established in our area, "For the development of specific competences in Physical Education it is necessary to implement a didactic that guides the training of autonomous students, capable of making decisions, participating in a proactive way and transferring the lessons of the class to everyday life. This purpose implies making relatively stable and lasting behavior changes, through experiences that allow us to display future behavior competently." (Pedagogical Orientations MEN, p. 48)

Finally, Law 181 of 1995 that refers to the promotion of sport, recreation, the use of free time and Physical Education and the creation of the national sports system, where he speaks in his title II and article 5, about the recreation, the use of free time and extracurricular education, it is understood that: "recreation. It is a process of participatory and dynamic action, which facilitates understanding life as an experience of enjoyment, creation and freedom, in the full development of the potential of the human being for its realization and improvement of the quality of individual and social life, through the practice of physical or intellectual leisure activities." (Law 181 MEN, 1995, p. 3).

While in his title III he refers to physical education in his article 10 "it is understood by Physical Education the scientific discipline whose object of study is the corporal expression of the man and the incidence of the movement in the integral development and in the improvement of the health and quality of life of individuals subject to the provisions of Law 115 of 1994." (Law 181 MEN, 1995, p. 4)

Therefore, it is important to note that legally we have laws which evidence normative elements, directed towards the Physical Education, Recreation and Sports sector, collectively for the development of the area in question, so that they are subsequently implemented after this investigation in progress.

#### Discussion:

In the interaction throughout this investigative process, we have realized the little relevance that primary school requires in public educational institutions, in terms of the autonomy generated by law 934 in its articles 2 and 3, through Institutional educational project, in the articulation and hiring of graduates trained to guide all teaching-learning processes to the childhood sector in physical education.

By which the National Development Policy of Physical Education is formalized and other provisions are dictated: Article 2. "Every educational establishment in the country must include in its Institutional Educational Project, PEI, in addition to the integral plan of the area of Physical Education, Recreation and Sports, the complementary pedagogical actions or projects of the area. These projects will be developed at all educational levels available to the institution and will tend to integrate the educational community." (Law 934 MEN, 2004, p. 1)

Article 3 To comply with the foregoing and without prejudice to the autonomy conferred by article 77 of Law 115 of 1994, each Educational Institution will organize the academic assignment in such a way that guarantees the implementation of such projects. (Law 934 MEN, 2004, p. 1)

Where it is clearly visible that there is not often an area plan in Physical Education from primary school, much less a sports implementation for the development of pedagogical acts, taught by teachers of any other subject, outside the Physical Education or by the Practitioner who is currently serving in the educational institution, which generally must be responsible for adjusting and implementing an area plan in the primary school and managing their own teaching resources.

At the national level we have a great example through the agreement 107 of 2003, of the council of Bogotá, created the District Sports System, which brings with it the provision that allows "... access to the community to sports, recreation, the use of free time, extracurricular sports education, physical education and the use of infrastructure in the city". (Analysis of Public Policy in Sport, 2019, p. 78)

The teaching of physical education in preschool and primary school implies a constant and deep reflection that both the Institution and the teachers must take into account, in order to optimally develop the integral training activities of the students.

This fact merits research leading to new ways of successfully facing teaching work, where motor behavior and interaction are the pillars of human development as proposed by Parlebas (1975).

Inadequate teaching of physical education at an early age can be a great risk that can lead to significant future difficulties in relation to motor, cognitive, intellectual and social development. For this reason, it is important the preparation that the teacher has, regarding the teaching of physical education in primary school.

This represents a factor that makes it impossible to guarantee a quality education for the integral training of the students, because those who cover this need do not always have the tools, strategies, or sufficient preparation of skills in the area of physical education.

#### Conclusion:

The conclusions that we can obtain on the central theme that is "Public Policies as a strategy for the teaching of Physical Education, Recreation and Sports in public institutions of primary primary in the Department of the Atlantic", is that the current implementation of Public Policies in educational institutions of the public sector, taking as a reference that it is a historical debt that the country has had for many decades at the National, Departmental and Municipal level in the optimal development of Physical Education in primary school. Taking into account that we can not continue to allow, that our children do not have an important area such as this and much less inhibit them from carrying out the specific contents that enrich their motor and intellectual development among many more, and that they only benefit from the area of Physical Education in the Adolescence and Youth stage, when a respective motor process has not been carried out, for the improvement of each one of them, at the time of putting them into practice in daily life.

The implementation of these Public Policies from primary school institutions, will help us to massify in the department of the Atlantic, the habit of performing a correct physical activity or daily sports practice having a respective process, which starts from school, and Nationally to the decrease in obesity rates and noncommunicable diseases.

To conclude, you should take this research as a reference to start strengthening the Physical Education, Recreation and Sports sector based on Public Policies, so that they are the fundamental axes for the full development that society needs.

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#### PUBLIC POLICY INCIDENCE TOWARDS APPROPRIATE PHYSICAL EDUCATION

##### Abstract

Public policies are considered government actions with public interest objectives, which supplement all the need of citizens in the solution of social problems, giving us the possibility of generating various strategies to improve the education of physical education from early childhood strengthening aspects of human development. Its impact on the social and cultural environment of the peoples evidences that it is necessary to implement it through a serious policy that encapsulates physical, economic and intellectual resources, guaranteeing a greater well-being of the youth, having a positive impact on the whole society. This fact is made possible by creating mechanisms for the preparation of our students, raising awareness of the importance of good health, which has given better long-term results for everyone. And as a beginning, this process must be taken into account, from the schools providing an integral education, without excluding training areas, without decreasing their hourly intensity, let alone detract from the importance of human development. In almost all the countries of South America this situation occurs with the area of physical education. Because not follow good examples of public policies towards the teaching of physical education such as Canada, Spain, China, Finland, Germany, who begin their processes at an early age. The problem raised is the appropriate teaching of physical education in preschool and primary school in public institutions, considering these levels as fundamental in the integral education of the student. representing a factor that makes it impossible to guarantee a quality education.

Keywords: Public policies, physical education.

#### INCIDENCE DES POLITIQUES PUBLIQUES VERS UNE ÉDUCATION PHYSIQUE APPROPRIÉE

##### Résumé:

Les politiques publiques sont considérées comme des actions gouvernementales ayant des objectifs d'intérêt public, qui répondent à tous les besoins des citoyens en matière de résolution des problèmes sociaux, en offrant la possibilité de générer diverses stratégies pour améliorer l'éducation en éducation physique dès le renforcement de la petite enfance. aspects du développement humain. Son impact sur l'environnement social et culturel des peuples montre qu'une politique sérieuse qui englobe des ressources physiques, économiques et intellectuelles garantissant un plus grand bien-être de la jeunesse est nécessaire et aura un impact positif sur l'ensemble de la société.

Les politiques publiques rendent possible la création de mécanismes de préparation des étudiants, sensibilisant à l'importance d'une bonne santé, qui conduit à de meilleurs résultats à long terme. De cette manière, les écoles sont le lieu idéal pour dispenser un enseignement complet, sans exclure les zones d'entraînement, sans diminuer l'intensité du temps, sans même nuire au développement humain. Par conséquent, des politiques publiques appropriées contribueront à améliorer les pratiques éducatives et profiteront à des domaines spécifiques tels que l'éducation physique, tout en promouvant, dès le plus jeune âge, un avantage réel pour les étudiants et la communauté en général.

#### INCIDENCIA DE POLÍTICAS PÚBLICAS HACIA UNA APROPIADA EDUCACIÓN FÍSICA

##### Resumen:

Las políticas públicas se consideran acciones de gobierno con objetivos de interés público, las cuales suplen toda aquella necesidad de la ciudadanía en la solución de problemas sociales, brindando la posibilidad de generar diversas estrategias para mejorar la enseñanza de la educación física desde la primera infancia fortaleciendo aspectos del desarrollo humano. Su incidencia en el entorno social y cultural de los pueblos evidencia que es preciso poner en marcha una política seria que encauce recursos físicos, económicos e intelectuales, que garantice un mayor bienestar de la juventud, repercutiendo positivamente en toda la sociedad.

Las políticas públicas hacen posible la creación de mecanismos para la preparación de los estudiantes, generando conciencia de la importancia de la buena salud, lo que conlleva a mejores resultados a largo plazo. De tal forma, las escuelas son el escenario para brindar una educación integral, sin excluir áreas de formación, sin disminuir la intensidad horaria, ni mucho menos restarle trascendencia al desarrollo humano. Por tanto, políticas públicas adecuadas contribuirán a mejores prácticas educativas y beneficiarán a áreas específicas como la educación física fomentando a su vez, desde edades tempranas, un beneficio real para el estudiantado y la comunidad en general.

Palabras claves: Políticas públicas, educación física.

#### INCIDÊNCIA DE POLÍTICAS PÚBLICAS PARA UMA EDUCAÇÃO FÍSICA ADEQUADA

##### Resumo:

Políticas públicas são consideradas ações governamentais com objetivos de interesse público, que complementam toda a necessidade dos cidadãos na solução de problemas sociais, proporcionando a possibilidade de gerar várias estratégias para melhorar a educação em educação física a partir do fortalecimento da primeira infância. aspectos do desenvolvimento humano. Seu impacto no ambiente social e cultural dos povos evidencia que é necessária uma política séria que encapsule recursos físicos, econômicos e intelectuais que garantam maior bem-estar aos jovens, impactando positivamente toda a sociedade.

As políticas públicas possibilitam a criação de mecanismos para a preparação dos estudantes, conscientizando a importância da boa saúde, o que leva a melhores resultados a longo prazo. Dessa forma, as escolas são o cenário para oferecer educação abrangente, sem excluir as áreas de treinamento, sem diminuir a intensidade do tempo, e muito menos prejudicar o desenvolvimento humano. Portanto, políticas públicas apropriadas contribuirão para melhores práticas educacionais e beneficiarão áreas específicas como educação física, promovendo, desde tenra idade, um benefício real para os estudantes e a comunidade em geral.

Palavras-chave: Políticas públicas, educação física.