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TEACHER TRAINING IN PHYSICAL EDUCATION: A KEY ASPECT FOR THE QUALITY OF EDUCATION

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ABSTRACT

This article analyzes how teacher training in Physical Education affects the improvement of pedagogical practice and the development of skills in diverse educational contexts. Through a documentary review of recent studies, tensions are identified between traditional approaches and innovative proposals aimed at teacher professionalization. The results show the need for continuous training, contextualized and sensitive to sociocultural realities, which articulates theory and practice. It is concluded that strengthening the initial and ongoing training of teachers is key to consolidating critical, inclusive and transformative physical education.

KEYWORDS: continuous teacher training; physical education; pedagogical practice; educational quality.

RESUMEN

Este artículo analiza cómo la formación del profesorado en Educación Física influye en la mejora de la práctica pedagógica y el desarrollo de habilidades en diversos contextos educativos. A través de una revisión documental de estudios recientes, se identifican tensiones entre los enfoques tradicionales y las propuestas innovadoras dirigidas a la profesionalización del profesorado. Los resultados ponen de relieve la necesidad de una formación continua y sensible al contexto que sirva de puente entre la teoría y la práctica. El estudio concluye que el fortalecimiento de la formación inicial y continua del profesorado es esencial para consolidar un enfoque crítico, inclusivo y transformador de la Educación Física.

PALABRAS CLAVE: formación continua del profesorado; educación física; práctica pedagógica; calidad educativa.

1 INTRODUCTION

Education is much more than an institutionalized process of transmitting knowledge. It is a social and cultural framework through which people develop their identities, values, and abilities from an early age. Rather than being reduced to curricular content, education involves a deliberate and contextualized intervention in individuals' life trajectories, in which teachers play a pivotal role as intermediaries between knowledge, context, and life experience.

Taking a critical approach to teacher training, Hernando (2021) argues that the rapid changes in social, economic, and cultural spheres necessitate a complete overhaul of existing professional qualification programs. This revision implies a structural transformation that links these processes with international references capable of guiding fairer, more contextualized, and more coherent education in the twenty-first century.

Palacios and Perozo (2020) emphasize that physical education, beyond its motor dimension, establishes formative connections with various areas of knowledge, occupying a prominent position in students' school experience. Its dynamic, playful, and experiential nature fosters pedagogical environments in which learning is activated not only through the body but also through emotions, relationships, and shared experiences, making it a particularly powerful space for holistic development.

From a contemporary pedagogical perspective, the role of the physical education teacher goes beyond executing motor activities because their function is intertwined with strategically planning curricular content aligned with each educational institution's training purposes.

Gavilanes et al. (2023) emphasize that teachers are responsible for organizing and efficiently allocating the time dedicated to teaching and ensuring that the designed tasks and exercises accurately align with the learning objectives. This work involves the conscious management of space and resources, as well as intentional mediation that facilitates meaningful educational processes. Thus, educators act not only as transmitters of technical knowledge but also as training agents who promote healthy lifestyles and the integral development of students through active and reflective didactics. This integrated vision of teaching physical education reinforces the teacher's role as a key figure in promoting relevant and sustainable learning throughout the school year.

Teacher training, as a systematic and intentional process, involves acquiring technical and pedagogical knowledge and constructing

professional competencies that enable educators to perform their roles effectively in diverse and changing contexts.

From this perspective, Hernando (2021) argues that this process must integrate theoretical and methodological components that enable teachers to competently manage curricular units, aligning their daily practice with the State-established philosophical foundations of the educational system. The articulation between theory and practice should be mediated by reflective strategies that encourage teachers to question their actions and recognize the tensions between institutional ideals and classroom reality.

Consequently, developing skills that reduce resistance to change and strengthen professional identity responds to a training need and directly influences teachers' well-being and job satisfaction. This integrative view shows that training is not an isolated event but a continuous, dynamic process in which teachers develop as critical, creative, and ethically committed professionals.

Teacher training, when conceived as a continuous process of professional development, requires a solid pedagogical foundation that integrates knowledge and experience, promoting critical and collaborative thinking. In this sense, Imbernón (2010), cited by Hernando (2021), proposes four principles to guide lifelong learning: constant learning through cooperation; relating knowledge to new data; reflecting individually and collectively on problematic situations that arise in practice; and acquiring knowledge in educational contexts mediated by social interaction (p. 30). This proposal reveals a comprehensive vision of teacher professional development and establishes a turning point between traditional content-focused models and contemporary approaches that privilege collective knowledge construction, adaptability, and transformative intervention capacity in school settings. Thus, the convergence of these principles with the actual needs of educational practice allows us to view teacher training as a situated, reflective practice aimed at constantly improving the pedagogical task, rather than as an isolated act.

When addressing pedagogical approaches, it is important to distinguish between traditional practices and participatory teaching practices. In the former, the teacher's role tends to focus on unidirectionally transmitting content, privileging repetition and memorization as evidence of educational achievement. This logic reduces students to passive receivers, limiting the development of critical thinking and autonomous knowledge

construction.

Conversely, participatory teaching understands education as a dialogic and cooperative process in which teachers assume a mediating role that promotes students' active involvement in creating knowledge together. From this perspective, the multiple voices present in the classroom are valued, joint decision-making is encouraged, and errors are viewed as formative opportunities for teachers and students rather than as failures. This dynamic promotes inclusive, reflective learning environments that foster the holistic development of individuals.

In the current context of educational transformation, it is essential to actively involve teachers in the continuous improvement of pedagogical practices to raise quality standards and respond to new sociocultural, technological, and cognitive dynamics shaping student profiles. Gabarda et al. (2022) emphasize that teacher training should stimulate intrinsic motivation, encourage collaboration, strengthen critical thinking, and promote self-learning. These elements enrich pedagogical practices and foster autonomous, meaningful, and adaptive learning environments. This integrated vision shows a convergence between the demands of the contemporary education system and the professional skills necessary to address the challenges of teaching effectively, thus reaffirming the teacher's central role in creating transformative learning experiences.

In the field of elementary school physical education, there is an urgent need to strengthen teachers' specific training, as this area, like any other academic discipline, requires solid pedagogical competencies in planning, implementing, and evaluating the teaching-learning process. Palacios and Perozo (2020) argue that many Colombian teachers lack specialized training to effectively respond to the subject's particular requirements. This subject demands technical knowledge of physical activity and didactic skills that integrate motor, playful, and formative elements.

This lack of training compromises the quality of students' learning experiences and limits the biopsychosocial potential of physical education in the early stages of schooling. Therefore, it is crucial to reconsider teacher training policies and ensure opportunities for ongoing professional development to enhance the pedagogical practice in this field and elevate the educational role of these teachers in resource-limited and underappreciated school settings.

Communication skills are an essential component of teaching practice because they facilitate content

transmission and structure daily interactions between educators and students. Along these lines, Pompa and Pérez (2018), cited by León (2022), emphasize that these competencies are crucial for pedagogical effectiveness. The appropriate use of verbal and nonverbal language establishes meaningful connections, fosters trust, and facilitates clearer and more impactful teaching and learning processes.

These skills are relevant not only for the technical aspect of communication but also for the ethical and relational behavior of the teacher. Through their way of expressing themselves, teachers model attitudes, values, and modes of participation. Thus, communicative competence enables teachers to explain content and positions them as mediators of culture, facilitators of dialogue, and guides of their students' personal and academic development.

From a critical and up-to-date perspective, it is recognized that the profile of the physical education teacher must align with solid professional training that combines pedagogical and disciplinary knowledge in terms of educational quality. Díaz (2021) argues that this preparation should translate into effective pedagogical practices that address the challenges of teaching body movement and the demands of a constantly transforming society.

With this approach, physical educators must be able to integrate research as a reflective tool and curricular innovation as a strategy for adapting to change. This ensures more meaningful, inclusive, and contextualized teaching and learning processes. This vision requires adopting a critical stance toward traditional routines and embracing methodological proposals that strengthen physical education as a vital training space for students' comprehensive development.

Understanding learning styles has become a valuable tool for enhancing pedagogical processes, especially in diverse educational settings. Pitre et al. (2021) argue that recognizing how each student perceives, interprets, and responds to reality is valuable for teachers because it allows them to adapt their teaching and assessment strategies more accurately.

This understanding strengthens predominant learning styles and stimulates less developed ones, promoting a more balanced and inclusive education. From this perspective, teachers are no longer limited to transmitting knowledge homogeneously; they become facilitators who adapt their methods according to their students' cognitive, affective, and social particularities, thus contributing to more personalized, meaningful education committed to

each student's integral development.

From a constructivist vision of learning, it is essential to highlight the permanent interaction that human beings establish with their environment. Through this process, they access and transform information into knowledge via cognitive operations such as coding, storage, and retrieval. In this sense, Bertrán (2018), cited by Pitre et al. (2021), stresses that this dynamic of knowledge construction emerges from multiple experiences, including observation, repetition, discovery, and reception. These experiences give meaning to the act of learning.

This approach recognizes students as active agents in their cognitive development, in permanent dialogue with contextual stimuli, requiring teachers to adopt a sensitive pedagogy to these interactions. Understanding that knowledge is not transmitted linearly, but rather configured through a continuous process of appropriation and reinterpretation of the environment, strengthens the commitment to methodologies that value experience, reflection, and personal transformation as pillars of meaningful learning.

Cortés (2017) describes learning styles as a set of relatively stable cognitive, emotional, and physiological characteristics through which students perceive, process, and interact with their educational environment. These particularities directly impact the way each student constructs knowledge, responds to pedagogical stimuli, and relates to content and peers.

To rigorously address this issue, a theoretical analysis was developed based on primary and secondary sources that bring together relevant studies linked to learning styles. This analysis allows us to understand the diversity of processes that comprise the educational act, as well as the need to adopt differentiated, contextualized teaching strategies that align with students' unique needs and the current challenges of teaching.

Within the framework of the debate on educational quality, Balceró et al. (2022) argue that the concept of quality should be understood as an integral characteristic crossing all functions, processes, and activities of an educational institution. Therefore, quality cannot be assumed as a static notion or limited to isolated indicators. In this sense, quality requires constant self-evaluation supported by external verification processes carried out by specialists, adding a component of rigor and transparency to institutional work.

However, the authors acknowledge that this essential, transversal condition in the educational field complicates its understanding, implementation,

measurement, and assessment. This is because it requires the consensus of multiple actors and institutions that participate in its evaluation from diverse reference frameworks, often supported by tacit agreements and contextual policies. This perspective invites us to rethink quality assurance models from a systemic, dynamic, and articulated perspective in relation to the sociocultural realities of educational communities.

Núñez (2024) emphasizes that consciously applying methodological strategies in higher education improves not only the quality of teacher learning but also projects these competencies into real teaching contexts, particularly in basic education, where fundamental pedagogical skills for professional practice are developed.

Currently, continuous teacher training is a key strategy for addressing the pedagogical challenges of the 21st century, particularly in an era of digital transformation, student diversity, and curricular innovation.

In this context, Díaz et al. (2024) examined the perception and experience of 51 teachers from different educational levels regarding their participation in professional development processes in their study, "Continuous training in teaching: A cornerstone for the education of the future." Using a quantitative methodology based on surveys, the authors found that 86.3% of participants were involved in continuing education programs and 88.2% reported concrete improvements in their pedagogical practice as a result of the training.

The areas of greatest interest were the use of technology in teaching and exploring new didactic methodologies. This suggests a clear trend toward searching for tools that energize the educational process. However, the study also revealed barriers that persistently limit access to these processes, including time constraints, high costs, and limited information about training opportunities. These findings reaffirm the need for institutional policies that facilitate equitable, permanent, and contextualized access to teacher training, recognizing it as a key investment in sustainable educational improvement.

In the field of teacher training in physical education, Rius et al.'s (2023) research, entitled "Teacher Training in Physical Education: Creation of a Repository of Teaching Units," significantly contributes to strengthening the professional competencies of future teachers. This study was developed using a qualitative approach and a participatory action research strategy. It was carried out with 99 third-year Bachelor of Science in Physical

Activity and Sports Sciences (CAFD) students. Through implementing various pedagogical instruments, the authors guided students in designing and structuring teaching units with a competency-based approach consistent with current educational regulations. One of the most notable outcomes of the study was the creation of a digital repository accessible via a web platform, which contains 76 open teaching units available for implementation in secondary schools. This resource is a useful pedagogical tool that responds to the need for flexible proposals adaptable to the contextual realities of institutions, teachers, and school communities. It reaffirms the value of collaboration, innovation, and free access to knowledge in teacher training.

Rodríguez et al. (2022) conducted a documentary analysis that explores the role of teacher training in transforming educational practices. This analysis is based on a selected corpus of research addressing innovation in school contexts. Their study reveals that innovative processes tend to be consolidated when teachers are well-prepared, institutions are committed, and teachers can reflect on change.

Pirela et al. (2022) address the urgent need to rethink teacher training models based on current social and educational transformations in their study, "Trends and Challenges of Teacher Training in Ibero-America." Through rigorous documentary analysis of academic sources from indexed databases, such as Scopus and Web of Science, as well as guidelines issued by international organizations, the authors identified thematic patterns and key trends shaping the teacher education landscape in the region.

One of the most significant findings is the necessity of establishing contextualized training systems that address the historical, social, political, and cultural specificities of each country. Recognizing this, they acknowledge that replicating standardized models is insufficient and that a complex, integrative approach is necessary. This approach must be capable of engaging with diversity and training educators committed to human, integral, and sustainable development. This critical vision allows us to recognize teacher training as a process that goes beyond transmitting knowledge by taking on the challenge of forming transformative individuals capable of addressing the present educational challenges with an ethical, political, and cultural approach. A study by García et al. (2021) examined teacher training as a key element for improving educational quality from a management perspective in two rural ethno-educational institutions in the municipality of Manaure, La

Guajira. The mixed-methods study used ethnographic and ethnomethodological approaches to allow for deeper intercultural analysis, particularly through social science collection techniques and others adapted to the Wayúu worldview.

Using a triangulation design, the findings show that the institutionalized educational process has distanced itself from the original meaning of the cultural formation of this community in recent decades. Consequently, formative practices that were previously deeply ritualistic and pedagogical have often been reduced to folklorized expressions lacking the symbolism and functionality that characterized them. This analysis shows that teacher training, when combined with ancestral knowledge and local contexts, can contribute to the reinterpretation of ethnocultural education as a process of identity, resistance, and social transformation.

In his study on the quality of higher education in Colombia, Castañeda (2021) takes a critical approach to the concept of educational quality by analyzing its impact on university contexts.

The study, conducted at the University of Tolima, employs Ramírez's (2008) theoretical approach to comprehension, analytical, and critical reading. This approach was applied to analyze three institutional documents: the Institutional Educational Project (PEI, 2011), the University Educational Project (PEU, 2016), and Resolution 29501. Various key categories were explored through these sources, including pedagogical approaches, training purposes, pedagogical style, institutional identity, and relational dynamics between teachers, students, and knowledge. Related topics included aspects of didactics, pedagogical challenges and innovations, teaching quality, and learning assessment mechanisms. The findings suggest that the concept of quality in the analyzed institution is influenced by the dominant globalizing discourse. This reveals a tension between international references and local pedagogical frameworks and highlights the need to rethink educational quality from a situated, critical, and contextualized perspective.

Palacios and Perozo (2020) address the lack of specific preparation to face the pedagogical challenges of physical education among elementary school teachers in Colombian schools. Using a qualitative methodology with a monographic and hermeneutic approach to analyze bibliographic sources, the authors conclude that many teachers lack the didactic training necessary to design and implement relevant pedagogical strategies for the integral nature of physical education. This deficiency

affects not only the quality of the teaching-learning process but also limits the development of fundamental biopsychosocial benefits during the primary school stage. Similarly, the analysis of the results suggests that an absence of coherent disciplinary preparation prevents children from accessing meaningful motor experiences and from strengthening physical, cognitive, emotional, and social skills that are essential to their overall education. Therefore, there is an urgent need to reconfigure teacher training programs to address the unique nature of teacher training from the ground up.

Physical education should be considered a formative discipline, not merely recreational or supplementary.

The findings of the documentary review show how recent literature highlights the importance of teacher training as a key factor in educational quality, particularly in multicultural contexts and in the face of historical challenges.

Sepúlveda, Obreque, et al. (2019) reveal tensions in evaluation systems that do not consider pedagogical and territorial realities when examining the perceptions of poorly evaluated Chilean teachers. This affects motivation and professional performance.

Historically, Dalben et al. (2019) explore the origins of the Department of Physical Education of the State of São Paulo, emphasizing how public policies have influenced the professionalization of the field since its inception and shaped its development. Concurrently, Soares et al. (2024) offer a critical reflection on quilombola school education, demonstrating how the social sciences can contribute to understanding and producing differences as part of a decolonial and educational justice approach. Together, these contributions broaden the scope of contemporary challenges in teacher training and demonstrate the need for a situated, intersectional approach sensitive to the sociohistorical dynamics shaping pedagogical practice in Latin America.

Addressing this issue is essential because exploring it significantly contributes to strengthening educational quality, especially with regard to teacher training. In this sense, teacher preparation in Physical Education is recognized as enriching professional competencies and allowing for more effective articulation between theoretical knowledge and its application in real pedagogical contexts.

This study aims to answer the following question: How does teacher training in physical education affect the improvement of educational practice aimed at developing skills? With this in mind, the goal is to provide educators with tools to deepen their

understanding of didactic strategies and promote their efficient implementation in the classroom to optimize the benefits of physical education in the training process.

2. METHODOLOGY

From a methodological perspective, the research was framed within the positivist paradigm and approached using a qualitative method supported by an exhaustive review of specialized literature. In this context, the study adopted a documentary approach, enabling the collection and analysis of information from various sources, including scientific articles, academic books, and updated technical reports.

Similarly, this study will consider articles published between 2019 and 2023 in the WOS, SciELO, and Redalyc search engines. The texts must be published in Spanish, in full text, and in open access. The exclusion criteria are as follows: publications of opinion articles, conference abstracts, technical reports, letters to the editor, essays, theses, and books; research on an educational level other than higher education; articles carried out outside the years 2019 to 2023; articles in a language other than Spanish; articles with closed access; and articles with a viewing cost.

The narrative design, complemented by an inductive-deductive methodology, facilitated a deeper understanding of teacher training processes in physical education.

According to Guamán et al. (2020), positivism incorporates elements of rationalism, empiricism, and inductive and deductive logic, establishing itself as an empirical-analytical and rationalist approach of a naturalistic nature (p. 266). The methodological strategy implemented in this study focused on applying a systematic mapping technique to locate, select, and analyze research related to interculturality in higher education institutions.

This procedure involved exploring academic literature available in open-access databases and allowed for a detailed review of 198 scientific articles. These articles were selected according to inclusion criteria based on thematic descriptors. To this end, specific combinations of key terms in Spanish were used, such as: "inclusion in higher education," "inclusion and cultural diversity in higher education," "ethnoeducation in Colombia," and "ethnoeducational curricula." These terms guaranteed an exhaustive and pertinent search of the required information. This approach facilitated a comprehensive view of the current state of knowledge and made it possible to trace theoretical and practical trends in the development of inclusive,

culturally diverse higher education.

Regarding the selection process for the articles included in the review and subsequent synthesis, priority was given to accessing full texts for thorough reading of titles

and summaries to verify their correspondence with the previously defined inclusion and exclusion criteria. This procedure aimed to identify investigations that fit the objectives of the study due to their thematic and methodological relevance, allowing for in-depth analysis and interpretation. At the same time, documents that did not respond to the established guidelines were eliminated, thus ensuring rigor in the selection process. The articles that were ultimately selected are listed in Table 1 according to the sources consulted and the classification made during the selection process.

Table 1. Quantity of research product reviewed, depending on the source of inquiry

Revised supports	Total
Web of Science (Wos) Database	27
SciELO Database	50
Redalyc Database	100
Scopus Database	21
Total	198

Source: Authors' elaboration with research data

In selecting articles for review and subsequent synthesis, priority was given to accessing full texts. A thorough reading of titles and abstracts was carried out to verify their correspondence with the previously defined inclusion and exclusion criteria. This procedure was designed to identify investigations that fit the objectives of the study due to their thematic and methodological relevance, allowing for in-depth analysis and interpretation. At the same time, documents that did not respond to the established guidelines were eliminated, thus ensuring rigor in the selection process. The articles that were ultimately selected are listed in Table 1 according to the sources consulted and the classification made during the process.

3 RESULTS

Table 2.

Analysis category	Frequency of occurrence in sources (n=50)	Percentage (%)
Pedagogical approach	42	84
Teaching skills	38	76
Teaching strategies	35	70
Educational innovation	29	58
Learning assessment	32	64

Source: Own elaboration

Table 2 clearly shows the prevalence of the

pedagogical approach as the most frequently addressed category in the reviewed literature, with an occurrence rate of 84% (n = 42). This finding indicates that reflection on pedagogical conceptions and their influence on educational practice remains a central focus of current teacher training studies. Second, teaching competencies were mentioned 76% of the time (n = 38), indicating sustained interest in defining the knowledge, skills, and attitudes necessary to address contemporary educational challenges. Didactic strategies occupied a significant place as well, at 70% (n = 35), confirming the importance of teaching methods and techniques as essential components in improving training processes. Learning assessment was highlighted in 64% of the sources (n = 32), suggesting progressive recognition of its role in providing feedback and informing pedagogical decisions. Finally, educational innovation emerged as a key category, albeit relatively infrequently (58%, n = 29), pointing to the need to transform teaching practices through the use of technology, emerging methodologies, and inclusive approaches.

4 DISCUSSION

The findings of this review allow for critical reflection on the main themes that emerged from the analyzed corpus, particularly regarding teacher training in physical education and its effect on the quality of pedagogical processes in diverse and transforming educational contexts.

The most recurrent categories, such as pedagogical approach, teaching competencies, and didactic strategies, highlight the importance of rethinking teacher training from a comprehensive perspective that encompasses pedagogical mediation, critical reflection, and contextual adaptation, not only from the disciplinary contents.

The consolidation of a dialogic, participatory, and situated pedagogical approach enables teachers to transcend the traditional, unidirectional model of knowledge transmission, as Sepúlveda Obreque et al. (2019) have identified. They argue that the perceptions of negatively evaluated teachers are linked to limitations in accompaniment and continuous professional development. This conclusion aligns with the work of authors such as Díaz (2021) and Gabarda et al. (2022), who assert that strengthening teaching competencies necessitates ongoing training processes that integrate pedagogical, didactic, and disciplinary knowledge.

Additionally, the high frequency of references to educational innovation (58%) and learning assessment (64%) indicates a growing interest in

transforming traditional teaching methods through active learning, technology, and pedagogical tools that foster meaningful learning experiences, particularly in physical education, where the body and movement are the foundation of knowledge.

In this regard, Rius et al.'s (2023) research provides a concrete example with the creation of a repository of teaching units integrating inclusive skills, technologies, and approaches. This reaffirms the need to connect university education with real school-based demands. Similarly, the analysis reveals that didactic strategies are a fundamental pillar in improving pedagogical practice. As Pompa and Pérez (2018), cited by León (2022), highlight, effective communication and language skills are crucial for creating a dynamic, meaningful, and emotionally safe learning environment.

Therefore, there is an urgent need to promote specific didactic training for primary school physical education teachers, a concern also addressed by Palacios and Perozo (2020) and García et al. (2021) in their studies on ethnoeducation in regions such as La Guajira, where tensions between the institutional curriculum and cultural practices are evident.

Pirela et al. (2022) also contribute to this discussion. They point out that teacher training trends in Ibero-America must address the sociocultural complexities of each country and that training systems must be sensitive to historical, political, and educational particularities. The inclusion of ethnoeducational curricula and consideration of diverse learning styles, as proposed by Pirela et al. (2022) and Bertrán (2018), are current challenges for teacher trainers who must incorporate intercultural knowledge and differentiated approaches into their work.

Rodríguez et al. (2022) add to this discussion by stating that sustainable innovations in education depend on the commitment and continuous training of teachers. Thus, continuous training emerges as a key strategy for professional development and the structural transformation of the education system. Díaz et al. (2024) reinforce this argument by documenting how active teacher participation in continuing education programs translates into tangible improvements in educational practice despite associated barriers regarding time, cost, and access.

Additionally, the importance of incorporating criteria to evaluate teacher performance that consider contextual reality is emphasized, as suggested by Castañeda (2021) and Dalben et al. (2019). They caution against applying standardized models

without considering the pedagogical identities formed within specific geographical areas. This tension is evident in the findings on ethno-educational institutions. According to García et al. (2021), formal education tends to folklorize cultural practices, disconnecting them from their original ritual and formative meaning. Therefore, there is a need to consider educational quality from a situated and critical perspective that can integrate ancestral and community knowledge into the institutional pedagogical project.

In summary, this discussion allows us to conclude that the contemporary debate on teacher training in physical education must be considered a profoundly ethical, reflective, and transformative process, not merely a technical or methodological update. Training should strengthen skills, promote innovations, and recognize the diversity of contexts, the particularities of students, and the tensions of the educational system itself. Only then will it be possible to move toward more humane, inclusive, and socially relevant physical education, as demanded by current policies and school communities.

5 CONCLUSION

The analysis reveals that teacher training in physical education is crucial for improving educational quality. It allows educators to rethink their role from a more critical, reflective, and inclusive perspective. The findings show that the pedagogical approach, teaching competencies, learning assessment, and educational innovation are key categories in developing contextualized, meaningful pedagogical practices.

The importance of promoting continuous training that responds to current social, technological, and cultural transformations and recognizes territorial and sociocultural diversity in school contexts is highlighted, as evidenced in ethnic territories such as La Guajira. Additionally, incorporating intercultural knowledge and embracing flexible pedagogical models strengthens the teaching and learning process in physical education, overcoming standardized and homogenizing approaches.

Therefore, comprehensive, sustained, and contextualized teacher training policies are essential to consolidating a humanizing, transformative, and socially committed physical education in line with twenty-first-century demands and educational horizons that promote social justice, equity, and inclusion.

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