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PEDAGOGICAL ASPECTS FOR MOTOR DEVELOPMENT IN 17 OFFICIAL EDUCATIONAL INSTITUTIONS IN ANTIOQUIA

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ABSTRACT

This study aimed to determine the emerging, dominant, and declining pedagogical trends based on the observation of Physical Education practices in public educational institutions in the department of Antioquia. A secondary objective was to identify, through teachers' narratives, the influence of school physical education on students' motor development. A qualitative multiple case study design was applied, using deductive thematic analysis of 17 observations and interviews conducted with Physical Education teachers from primary, secondary, and upper secondary levels in both rural and urban public institutions. The results revealed a progression of practices ranging from traditional approaches based on authority and repetition, through technical and performance-control models, to more open and reflective perspectives focused on the holistic development of individuals. Emerging practices were mainly concentrated at the secondary level, while dominant trends were primarily associated with upper secondary education, indicating the persistence of consolidated and traditional pedagogical approaches at this level. Declining practices showed a more balanced distribution between secondary and upper secondary levels, with minimal presence in primary education. These findings suggest an ongoing transition in pedagogical trends, where emerging approaches are gaining relevance, dominant ones remain stable, and declining practices are gradually losing influence. The study highlights the need for pedagogical proposals that promote comprehensive motor development across all educational levels, integrating disciplinary knowledge with biomedical and sociocultural perspectives.

KEYWORDS: Physical Education; Pedagogical Trends; Motor Development; Teaching Practices; Qualitative Research; Educational Transition.

1. INTRODUCTION

Motor development is a phenomenon that is investigated in human beings from the first months of life, which is characterized by the occurrence of qualitative and quantitative changes in the motor repertoire throughout life and that from a biomedical point of view is determined by the maturation of the central nervous system. Thus, the development of motor skills depends on genetic processes, inherent to the organism and detached from the environment. Therefore, it was mistakenly considered that the role of the physical educator in improving motor development began from the age of ten (Gallahue & Donnelly, 2008). However, more up-to-date versions maintain that motor development is influenced by factors of the organism, the environment, and the proposed tasks (Clark, 1994, 2007). Thus, the acquisition and improvement of new motor skills throughout the motor cycle are linked to greater opportunities for structured practice and appropriate instructions that come mainly from physical educators (Pellegrini & Barela, 1998). Structured practices and appropriate instructions can ensure that children between six and seven years of age achieve a mature pattern of movement in their motor development, but for this they require the presence of the physical educator (Gallahue & Donnelly, 2008).

According to Bonilla (1996), three pedagogical aspects stand out in school physical education: decadent, dominant and emergent. Decadent refers to when the teacher is concerned only with the body and its strengthening and the reproduction of movements that are directed by the teacher. In this way, a fundamental purpose is the search for physical fitness, which is deployed in health-related fitness (cardiovascular endurance, muscle strength, body composition, among others) and fitness-related skills (agility, balance, coordination, reaction time), which directly influence sports performance (Pate & Blair, 1995). The dominant aspect is perceived from sport, using it as an end and not as a means, it seeks to ground children and young people in a given sport seeking the mastery of techniques and achieving sports goals by promoting sport as a social achievement. Finally, the emerging aspect is worked on by schools as a conception that prioritizes human movement as a flexible and adaptive means where the teacher's concern is that their students obtain motor, psychomotor and sociomotor development seeking the integrity of the child and young person. Thus, studies on sociomotor skills allow classroom purposes to be oriented towards social and psychological problems through bodily experiences that strengthen socio-emotional skills such as

empathy, cooperation, and emotional regulation (Herrera & Benjumea, 2024; Mujica *et al.*, 2024).

The need for good work on motor development in school is indisputable. On the one hand, it allows people to have a better relationship with their environment (Payne & Isaacs, 2020), and a greater acquisition of everyday life skills such as writing and dressing (Maharani *et al.*, 2024). This type of improvement also has positive effects on cognitive and socio-emotional development (León *et al.*, 2020).

On the other hand, motor development forms the basis for the development of more complex skills (Logan *et al.*, 2018), improves physical fitness, academic performance, generates a lower risk of obesity (Sánchez *et al.*, 2019), increases cardiorespiratory and muscular fitness levels in children and adolescents (Burton *et al.*, 2023; Jaakkola *et al.*, 2019) and decreases time spent in sedentary activities (Barnett *et al.*, 2024; Haugland *et al.*, 2023).

However, recent studies have shown a decrease in levels of physical activity and motor competence in children and adolescents globally (Aubert *et al.*, 2022; Barnett *et al.*, 2022; Bolger *et al.*, 2021; Chen *et al.*, 2023). For example, Duncan's (2019) study identifies that less than a fifth of children between 6 and 9 years old in the English school system have mastered the four fundamental motor skills indicated by the physical education curriculum: running, jumping, throwing and catching. Given this current scenario, it is essential to strengthen research on motor development in early and second childhood. However, in Colombia, there are not many studies on this topic in the child population in official educational contexts (Reyes *et al.*, 2021).

For Gallahue and Ozmun (2006), it is important to identify the level of motor development and present different types of activities to increase their motor competence. It is well known that play is an ideal didactic strategy for the teaching of physical education and that the benefits that can be generated from it require the choice of the ideal teaching models. Despite this, Çakto *et al.* (2024) suggest that there are few studies on motor development and teaching models.

In the study by Çakto *et al.* (2024), an eight-week work was compared with second-grade students. The experimental group was applied the situational teaching model with game scenarios and the control group was applied the traditional model. The first showed positively significant differences in power, hand coordination, sensitivity and integrity of fine motor skills, the development of balance, running speed and agility. Although manipulation skill and

bilateral coordination improved compared to the control group, there were no statistically significant differences.

In this sense, the objective of this study was to identify the pedagogical aspects for the teaching of motor development in 15 public educational institutions in the department of Antioquia.

2. METHOD

Study design

The method used was the multiple case study as a didactic phenomenon to be observed that follows consistent and sequential patterns of behavior (Stake, 2005), marked by specific and defined limits (Gundermann-Kröll, 2013). This method allows

exploring more than one unit of analysis and comparing, finding similar and differential patterns among a moderate number of cases (Ragin, 2011). The study included teachers from 17 public educational institutions, who previously received the semi-structured interview script that consisted of three segments in which they talked about the dominant, decadent and emerging pedagogical aspects during physical education class. A qualitative observation sheet was also applied for the registration of one class per educational institution. The file consisted of three segments where the roles of the teacher were observed with respect to the emerging, dominant and decadent side, describing the observed reality and recording the reflections of the researchers.

Semi-structured interview August-September 2025	Qualitative observations September-October 2025
Objective To determine the emerging, decadent and dominant pedagogical aspects based on conversations and observations of the practices in Physical Education that are developed in public educational institutions in the departments of Antioquia.	
Action To develop the intervention, a (method?) was used with 17 public educational institutions. 15 teachers, from elementary school, basic secondary school and technical high school, provided the educational space for conversations and observations of their physical education classes.	

Figure 1

Information Collection and Participants

The sociocultural scenarios were 17 public educational institutions in the department of Antioquia chosen randomly. The work unit constituted by subjects with informant characteristics were the tenured teachers of the Physical Education area belonging to urban and rural educational institutions, to whom the semi-structured interview script and the observation protocol (ad hoc) were applied. In total, 17 face-to-face interviews were carried out, lasting an average of forty minutes. The questions in the interview script were open-ended, which allowed access to the subjective and experiential world of each interviewee. For Yuni and Urbano (2005), the interview is a useful instrument for gathering information and understanding the subjective world of the research participants. The semi-structured interview script consisted of 11 open-ended questions focused on the three main categories: decadent, dominant and emergent pedagogical aspects. The people who conducted the interview were teachers and student researchers in the area of physical education. In a second moment, a qualitative observation guide was applied to the classes of the same 17 teachers. Similarly, the guide was designed with the same three categories in mind in order to describe and reflect on them. The Direct Observation Sheet was chosen because, in addition to the reports, direct records of the practice were

required. Observation allows us to take the sequences of meaning, that is, the parts in which a topic begins, develops, and culminates within the registers (Crotte, 2011). As it was a didactic research, being able to triangulate the stories with what the teachers actually do in class was ideal.

Data analysis

Direct observations and interviews, which were transcribed verbatim, were subjected to a deductive thematic analysis to generate categories from the data, taking into account the influence of the pre-existing theoretical framework, which allowed the analysis to be focused on specific aspects of the information collected (Arbeláez & Onrubia, 2014). A network was built that shows the conceptual structure of the pedagogical aspects and their respective subcategories, evidencing the relationships and associations that are established between them.

3. RESULTS

On the one hand, the results of the observations yielded a series of subcategories of the three pedagogical aspects and how each of the three aspects is deployed according to the educational level. On the other hand, the results of the interviews show teachers' reports regarding the teaching of motor development from the three pedagogical aspects according to the educational level.

How the pedagogical aspects appear in physical education classes

The network presented in Figure 2 shows the conceptual structure of the pedagogical aspects and their respective subcategories, evidencing the relationships and associations that are established between them.

In the first place, the network is organized around the pedagogical aspect as the main category, from which three main branches are derived: Decadent, Dominant and Emergent. Each of these strands groups together a set of subcategories that represent different approaches or educational practices.

The decadent pedagogical strand is associated with subcategories focused on traditional and managerial methods, such as Direct Command, Task Assignment, and Movement Reproduction. These relationships reflect a teaching model characterized by teacher control, repetitive instruction, and mechanical execution of activities, where the student plays a primarily passive and obedient role.

On the other hand, the dominant pedagogical strand is linked to the subcategories Biological Body, Development of Sports Techniques and Sport as a Stimulus of Physical Abilities. In this case, a more

structured and performance-oriented approach is observed, where the body is conceived as an instrument of physical and technical development. This model maintains the direction of the teacher, but incorporates the search for efficiency, precision and achievement within more systematized parameters.

Finally, the emerging pedagogical aspect groups the subcategories Body Care and Sport as a social achievement, evidencing a more comprehensive and humanistic vision of education. In this approach, the body is understood as a social and personal construction, linked to well-being, identity and coexistence. Participation, reflection and the meaning of learning are prioritized over mere instruction or physical performance.

Overall, the network represents a conceptual evolution within the pedagogical field: from traditional practices based on authority and repetition (decadent aspect), through technical and performance control approaches (dominant aspect), to more open and reflective perspectives focused on the integral development of the individual (emergent aspect). This progression evidences a paradigm shift towards more inclusive, critical educational models that are aware of the role of the body and experience in teaching and learning processes.

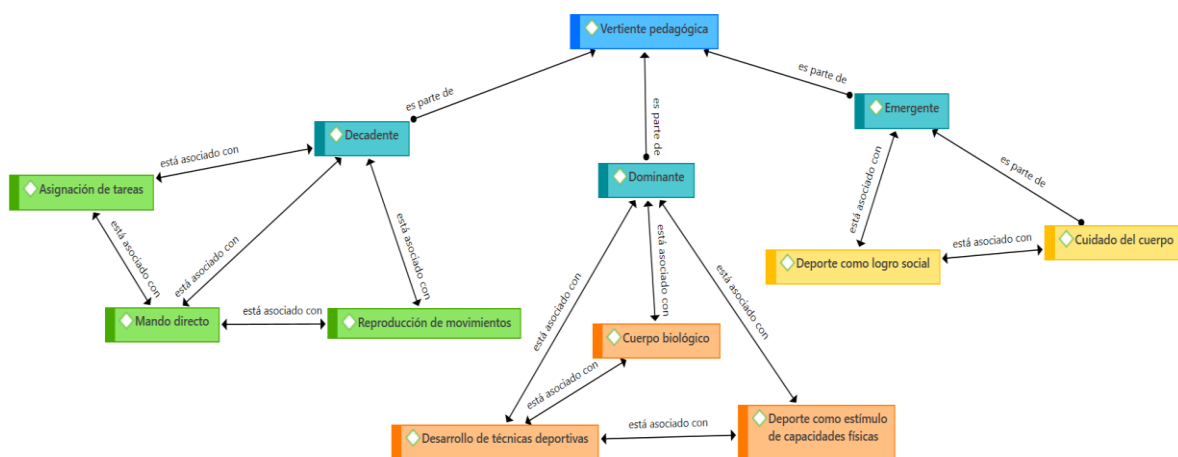


Figure 2: Conceptual network showing the relationships and associations established between the three pedagogical strands and their subcategories.

Development of pedagogical aspects according to educational level

Figure 3 corresponds to a Sankey diagram, which represents the concurrence between pedagogical trends (Emerging, Dominant and Decadent) and educational levels (Primary, Secondary and Middle). This type of visualization allows us to observe how the flows are distributed among the different categories, reflecting the magnitude of each relationship through the thickness of the bands that

connect them.

In the interpretation of the graph, it is observed that the emerging trend maintains a predominant relationship with the secondary level, evidenced by the broader flow (value 16). This indicates that most of the emerging pedagogical practices are concentrated at this educational level. Likewise, there are minor connections to primary (9) and middle school (4), which reflects a secondary but significant presence in these areas.

On the other hand, the dominant trend is mainly

linked to the middle level, represented by a flow of 14, which suggests that the most consolidated and traditional pedagogical approaches persist at this level. However, lower relationships are also identified towards primary (1) and secondary (4), indicating a limited dispersion of this trend at other educational levels.

Finally, the declining trend presents a more balanced distribution between the middle (8) and secondary (7) levels, with a minimal connection to primary (1). This shows that pedagogical practices considered to be in decline still have a certain presence, mainly at higher levels, although their influence is less compared to other trends.

Overall, the graph allows us to conclude that there is a process of transition in pedagogical trends. Emerging practices gain prominence in secondary education, the dominant ones maintain their validity at the secondary level, and the decadent ones progressively lose relevance. This dynamic suggests that the intermediate levels of the educational system of the institutions investigated function as spaces for innovation and pedagogical transformation, while the more advanced levels retain more traditional structures.

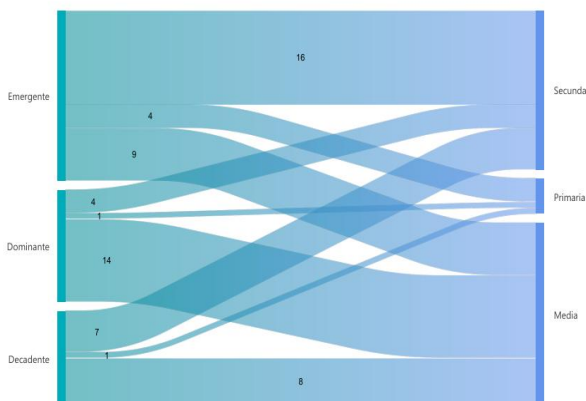


Figure 3: Sankey's diagram showing the concurrence of the three pedagogical aspects and educational levels.

From the perspective of the subcategories of the decadent pedagogical aspect, Figure 4 shows how the practices of "Direct Command" and "Assignment of Tasks" are distributed throughout the primary, secondary and secondary educational levels.

The subcategory of Direct Command shows a greater concentration at the secondary level, with a flow of 13, which indicates that at this level pedagogical models characterized by the authority of the teacher and the unidirectional direction of the teaching process still prevail. It also has an important presence in primary school (12), which suggests that

practices focused on direct instruction and teacher control continue to have weight in the initial stages of education. Their presence in the mean (3) is lower, which can be interpreted as a tendency to decrease as one advances in the education system.

For its part, the subcategory of Task Assignment maintains a more balanced distribution, although with a greater presence at the secondary (5) and primary (4) levels, and a lower participation in secondary (2). This reflects that, although this pedagogical practice focused on the repetition and fulfillment of activities is still applied at several levels, its use is more common in contexts where it is sought to reinforce content or maintain traditional learning structures.

Overall, the graph suggests that, within the decadent pedagogical aspect, direct command retains a dominant position, especially in the tenth and eleventh grades, while the assignment of tasks remains as a complement to these practices, more present in these same grades. This shows that traditional pedagogical forms still survive, although with variations according to educational level, showing a slow transition towards more flexible and participatory models.



Figure 4: Sankey's diagram showing the distribution of the Direct Command and Task Assignment styles according to educational level.

From the perspective of the subcategories of the dominant pedagogical strand, Figure 5 shows the distribution of the conceptions "Development of sports techniques", "Sport as a social achievement" and "Sport as a stimulus of physical abilities" at the secondary and secondary educational levels.

The subcategory of Development of Sports Techniques shows the strongest connection with the tenth and eleventh grades (3), which reflects that at this level a pedagogical orientation focused on technical improvement, discipline and efficiency in motor execution prevails. This trend is aligned with the dominant approach, which prioritizes the acquisition of specific skills and the optimization of physical performance, understanding sport as a structured and regulated practice.

The subcategories of Sport as a social achievement (1) and Sport as a stimulus of physical abilities (1) are

related to grades six to nine, indicating a more limited, but significant, presence of perspectives linking sport with social formation and the development of general physical aptitudes. These connections reflect that, at this level, the dominant approach begins to manifest itself through the valuation of effort, competitiveness and individual improvement, although still in an incipient way.

Overall, the graph suggests that, within the dominant pedagogical aspect, technical emphasis and physical performance are mainly consolidated in the tenth and eleventh grades, while in the sixth, seventh, eighth and ninth grades, more general and formative approaches are maintained. This shows a transition towards a more structured and achievement-oriented teaching of sports, characteristic of traditional pedagogical practices that prioritize control, effectiveness and competence as pillars of the educational process.

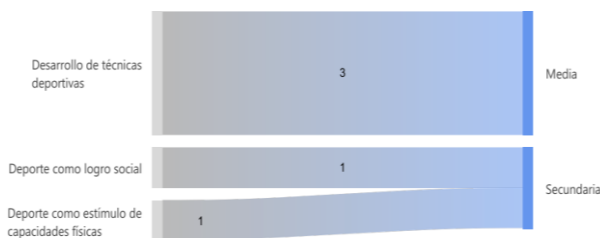


Figure 5: Sankey's diagram showing the distribution of conceptions of sport at the secondary and secondary levels.

From the perspective of the subcategories of the emerging pedagogical aspect, Figure 6 shows how the conceptions of "Body Care" and "Biological Body" are distributed between the sixth and ninth grades and the tenth and eleventh grades.

The subcategory of Body Care has a greater connection with the tenth and eleventh grades (8), which suggests that in this stage more comprehensive pedagogical practices are promoted, oriented towards well-being, body awareness and personal development. These practices reflect an emerging vision in education, where the body is understood not only from the physical, but also from the emotional, social and relational. At the same time, a significant presence is observed in the sixth, seventh, eighth, and ninth grades (5), which indicates that this perspective begins to consolidate from intermediate stages of the educational process.

On the other hand, the subcategory of Biological Body shows a more balanced distribution, with an important connection between the sixth and ninth grades (6) and a lower participation in the tenth and eleventh grades (4). This suggests that, although an understanding of the body from a more scientific and

functional perspective is still maintained, it tends to transform at higher levels, where the focus on personal care and self-management of well-being acquire greater relevance. Overall, the graph shows a conceptual transition within the emerging pedagogical aspect, where the body is no longer seen only as a biological organism and is understood as an integral subject, in relation to self-care, health and identity. This trend is especially consolidated in the tenth and eleventh grades, reflecting a move towards more humanistic and holistic educational practices.

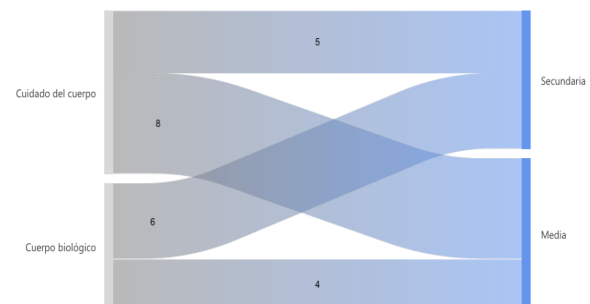


Figure 6: Sankey's diagram showing the distribution of body conceptions in secondary and middle school.

Pedagogical aspects for motor development: an approach from the teachers' reports.

The Sankey diagram in Figure 7 shows the relationship between three decadent, emergent and dominant pedagogical currents and the reports of the teachers interviewed in different educational institutions and municipalities: Bello first grade (1st), Caldas ninth grade (9th), Marinilla seventh grade (7th), San Jerónimo tenth grade (10th), San Vicente tenth grade (10th), Medellín ninth grade (9th), El Tambo tenth grade (10th), La Pintada eleventh grade (11th), Sabanalarga tenth grade (10th), Guarne ninth grade (9th), Titiribí tenth grade (10th) and Ebéjico Sevilla eighth grade (8th). The number that accompanies each municipality represents the degree that the interviewed teacher guides, which allows us to identify how the different pedagogical conceptions are manifested in the teaching of school physical education and their influence on the motor development of students.

The emerging current is the one with the highest density of links in the diagram, standing out in the ninth (9th), tenth (10th) and eleventh (11th) degrees. In this current are located the interviews of San Jerónimo tenth grade (10th), San Vicente tenth grade (10th), Medellín ninth grade (9th), El Tambo tenth grade (10th), La Pintada eleventh grade (11th) and Sabanalarga tenth grade (10th). The reports of

teachers in these municipalities reflect a renewed and reflective vision of physical education, focused on the student as the protagonist of learning and on movement as a means of integral development. These teachers conceive physical education as a formative space that integrates cognitive, affective, social and motor dimensions, recognizing the importance of play, body exploration, creativity and body expression. In this current, the body is understood as a subject of knowledge, which shows a transition towards more inclusive, participatory, and humanistic practices, in which motor skills become a means to learn, communicate, and live together.

In contrast, the decadent current is associated with the interviews of Bello first grade (1st), Caldas ninth grade (9th) and Marinilla seventh grade (7th), where traditional pedagogical approaches persist. In these cases, the teaching of physical education focuses mainly on body discipline, technical execution and physical performance, prioritizing the repetition of movements and the standardization of motor results. In Bello first grade (1st), there is evidence of a practice aimed at the control of basic movements and body obedience, typical of a model focused on direct instruction. In Marinilla seventh grade (7th) and Caldas ninth grade (9th), teachers maintain a biological and behaviorist vision, focused on the body as an instrument of performance rather than as a means of learning. This current, therefore, reflects the persistence of traditional paradigms in which motor development is limited to the physical dimension and is not articulated with pedagogical reflection or with the integral formation of the student.

On the other hand, the dominant current is represented in the interviews of Guarne ninth grade (9th), Titiribí tenth grade (10th) and Ebéjico Sevilla eighth grade (8th). In these municipalities, teachers express an intermediate position between tradition and innovation, evidencing a stage of pedagogical transition. In Guarne ninth grade (9th), healthy habits and regular physical activities are promoted, although methodological management structures are preserved. In Titiribí tenth grade (10th), the teacher combines participatory strategies with traditional evaluation models. Finally, in Ebéjico Sevilla eighth grade (8th), efforts are observed to integrate physical education with emotional well-being and coexistence, reflecting an openness towards more reflective approaches. This dominant current represents, therefore, a point of equilibrium where conventional practices coexist with processes of didactic renewal.

Overall, the reports of the interviewed teachers show a progressive transformation in the pedagogical conceptions of school physical education. The emerging current, clearly predominant in the ninth (9th), tenth (10th) and eleventh (11th) grades, indicates a significant shift towards critical, reflexive and humanistic models, where the movement is conceived as a tool for integral formation. Physical education is no longer understood as a subject focused on performance and becomes an educational space that promotes autonomy, creativity, inclusion and coexistence.

Although in grades such as first (1st), seventh (7th) and eighth (8th) there are still practices typical of decadent or dominant currents, the general panorama shows an upward trend towards pedagogical innovation. Teachers from the different municipalities are recognizing the value of human motor skills as a transversal axis of personal and social development, promoting a more conscious, contextualized and formative physical education, where the body and movement are consolidated as pillars of learning and the integral development of the student.

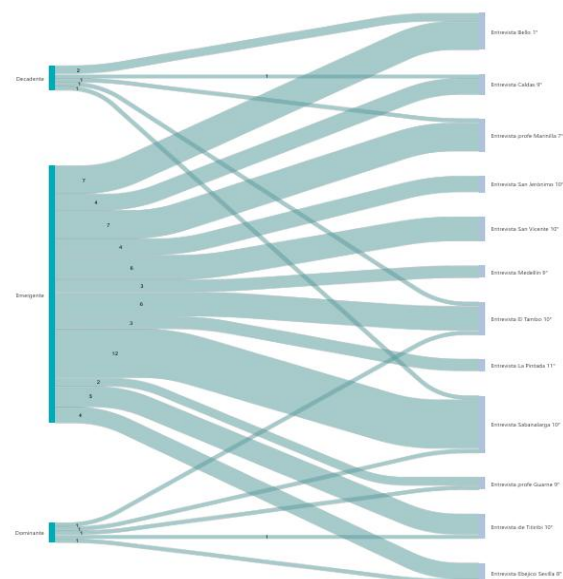


Figure 7: Sankey's diagram presenting the relationship between three pedagogical currents: decadent, emergent and dominant and teachers' narratives.

The Sankey diagram in Figure 8 shows the distribution of the subcategories of the decadent aspect task assignment, direct command and reproduction of movements in the reports of the teachers interviewed in the municipalities of Bello first grade (1st), Caldas ninth grade (9th), Marinilla seventh grade (7th), San Jerónimo tenth grade (10th), San Vicente tenth grade (10th), Medellín ninth grade

(9th), El Tambo tenth grade (10th), La Pintada eleventh grade (11th), Sabanalarga tenth grade (10th), Guarne ninth grade (9th), Titiribí tenth grade (10th) and Ebéjico Sevilla eighth grade (8th). This representation shows how, in different educational contexts, practices typical of traditional approaches to the teaching of school physical education still persist, where the emphasis is placed on technical execution, body discipline and the repetition of pre-established models of movement.

The subcategory of task assignment is mainly observed in municipalities such as Caldas ninth grade (9th), Marinilla seventh grade (7th) and Guarne ninth grade (9th). In the stories of these teachers, teaching is based on the delivery of specific instructions that students must comply with individually or in groups, without a process of reflection or joint construction of knowledge. This approach privileges mechanical practice and the repetition of movements as evidence of learning. The teacher's role, in this sense, is that of planner and evaluator of results, while the student is limited to executing previously determined tasks. This model reveals an instrumental and operational vision of the body, where motor development is associated with the fulfillment of physical objectives rather than the development of thought or personal expression.

The subcategory of direct command is evident in the reports of Bello first grade (1st) and Marinilla seventh grade (7th), where teachers orient their practice from the authority and control of the class. The teacher assumes the role of absolute guide, marking the rhythm, actions and timings of the movement, while the students reproduce the instructions without questioning them. This approach, heir to traditional pedagogy, seeks to guarantee order, coordination and body discipline, rather than the understanding of the meanings of movement. In Bello grade 1 (1st), this form of teaching is observed with special clarity: physical exercises are conceived as a means to strengthen obedience, posture and attention, prioritizing behavior over exploration. Thus, the body is regulated and domesticated through movement, but it is not enhanced as a tool for thought or creative interaction.

On the other hand, the subcategory of movement reproduction appears strongly in municipalities such as Caldas ninth grade (9th), Medellín ninth grade (9th), San Vicente tenth grade (10th) and Ebéjico Sevilla eighth grade (8th). In these cases, teachers focus their teaching on the imitation of motor gestures, technical patterns or predefined sequences, replicating sports models or standardized routines.

Physical education is associated, then, with precise execution and improved performance, leaving aside the reflection on the bodily experience and the understanding of motor skills as an educational phenomenon. This approach reflects the influence of biologicism and the performance paradigm, where the body is conceived as an object of training and measurement, and not as a subject of learning. In the stories of El Tambo tenth grade (10th), La Pintada eleventh grade (11th) and Titiribí tenth grade (10th) combinations of these three subcategories are perceived, showing practices that still depend on direct command and the reproduction of tasks, although with intentions of renewal. In El Tambo tenth grade (10th), for example, the teacher proposes physical strengthening activities with a certain degree of autonomy, but without dissociating himself from the repetitive structure of the exercise. In La Pintada eleventh grade (11th), the value of physical education as a formative space is recognized, although its application is limited to body training. Finally, in Titiribí tenth grade (10th), the teaching discourse expresses the intention to integrate cooperative work, but class dynamics continue to be directed by the assignment of predetermined tasks.

Taken together, the subcategories of the decadent strand reflect a physical education oriented towards body control, technical execution and the repetition of traditional models, where learning is measured by efficiency and obedience rather than by understanding and creativity. Although some teachers show interest in updating their practices, the strategies observed continue to be linked to management methods and a vision of the body as an object of training. This perspective limits the possibility of movement becoming a meaningful, critical, and reflective experience.

In conclusion, the diagram shows that the subcategories of task assignment, direct command and movement reproduction continue to be present in the practices of several teachers, especially in the first (1st), seventh (7th), eighth (8th) and ninth (9th) grades. These forms of teaching show the permanence of a pedagogical tradition focused on instruction and physical performance, which restricts the formative potential of school physical education. However, the analysis also hints at a process of change: some teachers are beginning to question these methodologies, recognizing the need to move towards models where motor skills are understood as an integral educational experience, which articulates body, thought, emotion and coexistence in the education of students.

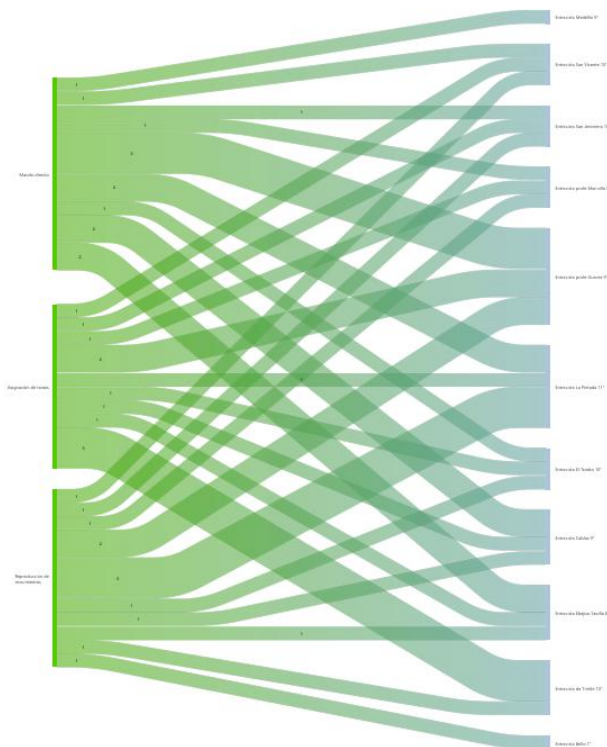


Figure 8: Sankey's diagram presents the distribution of the subcategories of the decadent aspect of task assignment, direct command and reproduction of movements, in the teachers' reports.

Sankey's diagram in Figure 9 shows how the subcategories development of sports techniques, sport as a stimulus of physical abilities and sport as a social achievement are distributed in the reports of the teachers interviewed in different municipalities and grades: Marinilla seventh grade (7th), Guarne ninth grade (9th), El Tambo tenth grade (10th), Titiribí tenth grade (10th), San Jerónimo tenth grade (10th), La Pintada eleventh grade (11th), Caldas ninth grade (9th), Medellín ninth grade (9th), San Vicente tenth grade (10th), Bello first grade (1st), Ebéjico Sevilla eighth grade (8th) and Sabanalarga tenth grade (10th). This diagram shows how sport is a central axis in the teaching of school physical education, although with different pedagogical nuances that oscillate between technique, performance and the social function of the game.

The subcategory development of sports techniques predominates in municipalities such as Marinilla seventh grade (7th), Guarne ninth grade (9th) and El Tambo tenth grade (10th), where teachers structure their classes based on the systematic teaching of technical gestures and specific fundamentals of different sports disciplines. In these cases, the practice is organized around the correction of execution, the repetition of movements and the

improvement of individual or group performance. The reports show an orientation towards motor efficiency and the acquisition of technical skills, reflecting a pedagogical perspective that values body mastery and precision in execution as indicators of progress. This approach, although it retains elements of the traditional paradigm, begins to incorporate reflection on the practical application of techniques in real game contexts, which suggests a transition towards more conscious and contextualized practices of school sport.

The subcategory sport as a stimulus of physical abilities is found with greater force in interviews of Titiribí tenth grade (10th), San Jerónimo tenth grade (10th), La Pintada eleventh grade (11th) and Caldas ninth grade (9th). In these stories, the emphasis is placed on the development of strength, endurance, speed and coordination as means to strengthen the student's physical condition. Sport becomes a pedagogical tool to improve health and body performance, promoting active lifestyle habits. However, this approach maintains a biological orientation, focused on the improvement of physical capacities as an educational purpose, which can limit the understanding of movement as an integral experience. Even so, in some cases – such as in La Pintada eleventh grade (11th) – there is an intention to relate physical development with the formation of values such as perseverance and self-regulation, which marks a step towards more formative and inclusive perspectives.

On the other hand, the subcategory sport as a social achievement is represented in the reports of Medellín ninth grade (9th), San Vicente tenth grade (10th), Bello first grade (1st), Ebéjico Sevilla eighth grade (8th) and Sabanalarga tenth grade (10th). In these interviews, the teachers highlight the role of sport as a space for meeting, cooperation and collective recognition. Movement and play are conceived not only as means to achieve individual goals, but as ways to build social bonds, foster coexistence and promote inclusion. In Medellín ninth grade (9th), for example, the teacher emphasizes how sport contributes to teamwork and conflict resolution; while in Sabanalarga tenth grade (10th) and Ebéjico Sevilla eighth grade (8th) sports are valued as a way to strengthen self-esteem and the sense of belonging in students. This vision represents a significant evolution in the understanding of the sports phenomenon, by recognizing its educational potential beyond performance.

Together, the three subcategories reflect different ways of understanding the role of sport in school physical education. While the development of sports

techniques and the stimulation of physical abilities show the permanence of practices focused on skill and body condition, sport as a social achievement introduces a more humanistic and community dimension, where the body is understood as a means of interaction, cooperation and construction of meaning. This convergence of perspectives reveals that, although traditional approaches linked to performance and competence persist, teachers are beginning to recognize the value of sport as a comprehensive training experience.

In conclusion, the diagram shows that physical education in the observed municipalities is moving from a technical and disciplinary vision of sport to a social and pedagogical understanding of movement. In the teachers' reports, sport is configured as a tool that not only develops motor skills, but also strengthens values, promotes inclusion and favors school coexistence. In this way, a process of transformation is observed in which the body and movement cease to be mere instruments of physical performance to become means of learning, expression and collective construction.

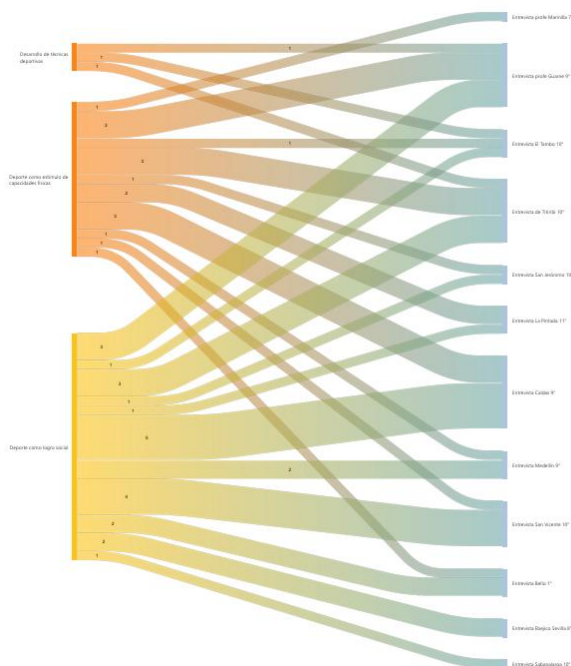


Figure 9: Sankey's diagram presents the distribution of conceptions of sport in the teachers' reports.

Sankey's diagram in Figure 10 illustrates the way in which the subcategories biological body and body care are expressed in the reports of the teachers interviewed in different municipalities and grades: La Pintada eleventh grade (11th), Bello first grade (1st), Ebéjico Sevilla eighth grade (8th), Titiribí tenth grade (10th) and Marinilla seventh grade (7th). These categories reflect a significant transition in the

pedagogical understanding of school physical education, where the body begins to recognize itself not only as a biological organism subject to control and training, but also as a space for care, self-knowledge and the construction of integral well-being.

The biological body subcategory is clearly manifested in the reports of La Pintada eleventh grade (11^o) and Bello first grade (1^o). In these cases, teachers still maintain a vision that understands the body from its physiological and organic dimension, focusing on the maintenance of health, hygiene and physical condition. In La Pintada eleventh grade (11th), for example, the teaching discourse associates motor development with body efficiency and the strengthening of biological functions, evidencing a focus on anatomy and functionality. In Bello first grade (1st), although we work with young children, the body is mainly approached from postural correction and the learning of healthy habits, which reflects the intention to form appropriate behaviors rather than the free exploration of movement. This perspective, although still influenced by the traditional paradigm, is beginning to open up space for reflection on the relationship between body, health and learning.

For its part, the subcategory of body care acquires a more marked and diverse presence, especially in the municipalities of Ebéjico Sevilla eighth grade (8th), Titiribí tenth grade (10th) and Marinilla seventh grade (7th). In these stories, teachers express a broader understanding of the body, recognizing itself as an integral dimension of the human being that requires attention, awareness, and respect. In Titiribí tenth grade (10th), body care is conceived as an educational process that promotes personal responsibility and the adoption of healthy lifestyles, connecting physical activity with emotional and social well-being. This discourse shows a paradigm shift: movement ceases to be a technical task to become an opportunity for self-regulation, balance and enjoyment.

In Ebéjico Sevilla eighth grade (8th), the teacher emphasizes the care of the body as a process of recognition and appreciation of one's own capacities, where students learn to know their limits, potentialities and forms of expression. A more humanistic approach is thus evident, where the body is not instrumentalized, but is understood as part of personal and social identity. In Marinilla seventh grade (7th), although some directive practices persist, the intention to educate in body awareness, respect for one's own body and that of others is observed, reinforcing the ethical dimension of movement and

coexistence.

Together, the subcategories biological body and body care within the emerging aspect reveal a conceptual evolution in the teaching of physical education. The body ceases to be seen only as an object of physiological control and becomes a subject of learning, experience and meaning. The interviewed teachers began to incorporate discourses of self-care, integral health and reflection on movement, promoting the formation of students who were more aware of their corporeality and well-being.

In conclusion, the diagram shows that the emerging trend marks a turning point in the teaching of school physical education. Although the biological body is still present as an inheritance of the traditional paradigm, body care is consolidated as a new way of understanding body education, oriented towards autonomy, self-esteem and integral balance. This transition reflects a pedagogical transformation in which the body ceases to be only biological matter to become a space for the construction of knowledge, personal expression and collective well-being.

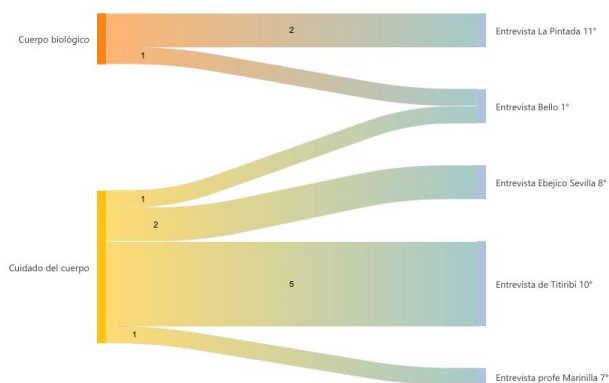


Figure 10: Sankey's diagram showing the way in which conceptions of the body are expressed in the teachers' reports.

4. DISCUSSION

The results of this research show that the teaching of motor development in the official school environment resorts to both the decadent, dominant and emergent pedagogical aspects, depending on the educational level.

Pedagogical challenges for the promotion of motor development in the field of school physical education

In order to implement didactic proposals based on motor maturation, it is necessary to articulate the conceptions of the body as a natural datum and as a sociocultural construct throughout the school journey. The study by Tavares et al. (2016) shows

how motor development depends on the interaction of biological and contextual factors in 129 students aged 7 to 9 years. Both in elementary and secondary school, as well as at the middle level, the physical educator is concerned with sex, nutritional status, body fat percentage, and the type of physical activities proposed by the students' context. It is necessary to overcome the gap between conceptions of the body and teaching strategies. Regardless of the subject, whether it is sport or recreation, both must present a diversity in teaching strategies and in the stimulation of the physical-motor, perceptual-motor and sociomotor axes (Chaverra et al., 2009).

Similarities and differences

It is well recognized in the field of physical education that there is a diversity of currents and themes (sport, physical education, psychomotor skills, movement, physical exercises, physical activity) that make it impossible to determine a specific object of study (Crisorio, 2007; Eusse et al., 2021). The reality observed in this study is not unrelated to this aspect: different conceptions of pedagogy, didactic, body and movement were found in the classes, which implies a differentiated approach to motor development.

This may be due, in part, to the fact that classes swing between the traditional and the contemporary according to the level of updating of the teachers, between the most common teaching strategies and other more innovative ones according to the age of the teachers, and between a multitude of objectives that emerge from the needs of the students and the context. In this way, Jiménez (2022) suggests that in order to achieve a comprehensive approach to motor development, an interdisciplinary design of the didactic units is recommended to guide the teacher to take into account the sociocultural context and human development to enhance the construction of an integral corporeality. Although physical education is characterized by being nourished by different knowledge in the discipline, interdisciplinary implies the use of tools from other disciplines different from those of the area with which each teacher relates and identifies the most. Regardless of the educational level, physical education proposals must aim at comprehensiveness. The study found that the decadent side has a balanced presence at the secondary and middle levels. However, pedagogical guidelines for physical education seek to overcome this reductionism, both in primary and secondary schools, proposing the joint approach to motor, expressive, corporal and axiological-corporal

competencies (MEN, 2010).

Although there is a large literature on motor development, it is necessary to expand the number of studies that articulate teaching methods in relation to the motor maturation of students at different educational levels, not only in early and second childhood.

5. CONCLUSION

The study allows us to conclude that there is a transition process in pedagogical trends. Emerging

practices gain prominence in secondary education, the dominant ones maintain their validity at the secondary level, and the decadent ones progressively lose relevance. It is necessary to have pedagogical proposals that seek to promote integral motor development at all levels of education, articulating biomedical and sociocultural contributions to disciplinary knowledge. To continue promoting motor development in school physical education, it is recommended to increase the level of research on motor development and the methodologies for its favor.

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