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Original article

The objective in Physical Education classes and in sports training sessions

El objetivo en las clases de Educación Física y sesiones de entrenamiento deportivo

O objetivo das aulas de educação física e das sessões de treinamento esportivo

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RESUMEN

Al valorar los resultados de varios cursos escolares (2015-2019) en la esfera del Deporte y la Educación Física, se identificaron dificultades relacionadas con el desarrollo de las clases, asociadas a la falta de preparación de los docentes para seleccionar, formular y controlar los objetivos, lo que fue asumido por la Comisión Municipal de Educación Física de la Dirección de Deportes como un problema a resolver; a partir de este presupuesto, se asumió la tarea de investigar las causas que determinan tal problemática. Se identificó, mediante la aplicación de la observación, el análisis documental, la encuesta y la entrevista, que existen carencias en la preparación de los profesores y entrenadores que les impiden asumir este elemento técnico y que limitan el logro de la calidad de las actividades impartidas. Es por ello que el objetivo del presente artículo es proponer orientaciones metodológicas para perfeccionar la selección, formulación y control de los objetivos en las clases de Educación Física y sesiones de entrenamiento deportivo. Los resultados alcanzados demostraron que es posible lograr la preparación de los profesores y entrenadores deportivos en función del objetivo propuesto y de esa forma elevar la calidad y los resultados del aprendizaje de los estudiantes, lo que resulta esencial para el cumplimiento del encargo social asignado en este campo a las Direcciones Municipales de Educación y Deportes.

Palabras clave: Educación Física, objetivos, orientaciones metodológicas.

ABSTRACT

When assessing the results of several school years (2015-2019) in the field of Sport and Physical Education, difficulties related to the development of the classes were identified, associated with the lack of preparation of teachers to select, formulate and control the objectives, which was assumed by the Municipal Physical Education Commission of the Sports Directorate as a problem to be solved; based on this budget, the task of investigating the causes that determine such problems was assumed. It was identified, through the application of observation, documentary analysis, survey and interview, that there are deficiencies in the preparation of teachers and coaches that prevent them from assuming this technical element and that limit the achievement of the quality of the activities taught.



That is why the objective of this article is to propose methodological guidelines to improve the selection, formulation and control of objectives in Physical Education classes and sports training sessions. The results achieved demonstrated that it is possible to achieve the preparation of teachers and sports coaches based on the proposed objective and thus raise the quality and results of student learning, which is essential for the fulfillment of the social role assigned in this field to the Municipal Directorates of Education and Sports.

Keywords: Physical Education, objectives, methodological orientations.

RESUMO

Ao avaliar os resultados de vários anos letivos (2015-2019) no campo do Esporte e da Educação Física, foram identificadas dificuldades relacionadas ao desenvolvimento das aulas, associadas à falta de preparação dos professores para selecionar, formular e controlar os objetivos, o que foi assumido pela Comissão Municipal de Educação Física da Diretoria de Esportes como um problema a ser resolvido; a partir desse orçamento, assumiu-se a tarefa de investigar as causas que determinam tal problema. Identificou-se, mediante a aplicação de observação, análise documental, pesquisa e entrevista, que existem deficiências na preparação de professores e treinadores que os impedem de assumir esse elemento técnico e limitam a obtenção da qualidade das atividades ministradas. Por essa razão, o objetivo deste artigo é propor diretrizes metodológicas para melhorar a seleção, a formulação e o controle dos objetivos nas aulas de Educação Física e nas sessões de treinamento esportivo. Os resultados obtidos mostraram que é possível preparar professores e treinadores esportivos de acordo com o objetivo proposto e, assim, elevar a qualidade e os resultados da aprendizagem dos alunos, o que é essencial para o cumprimento da tarefa social atribuída nesse campo às Diretorias Municipais de Educação e Esportes.

Palavras-chave: Educação Física, objetivos, orientações metodológicas.



INTRODUCTION

Human activity has its starting point in the purposes or objectives that are assumed to respond to specific circumstances. For this reason, the objectives are decisive when defining purposes, priorities and actions. According to Almanza (2022), "An objective is a specific result that we want to achieve" (p. 7).

It is thus that "the objective expresses the aspirations, purposes, interests, desires, desires and hopes of man, and in its maximum expression the end to be achieved (results to be achieved), which is why it constitutes a starting point and goal" (Pérez y Rodríguez; 2015).

In the specific case of the teaching-learning process, it is assumed that the objectives have a governing nature and from them the system is structured, which includes the content, methods, means, procedures, forms of organization and evaluation.

That is why the objective is written in terms of learning, it must be concrete and derived in each subsystem of the process, from it the rest of the components are inferred, since all of them are mutually interrelated influencing the objectives.

In correspondence with the above, when planning any learning activity, the specific objectives that the teacher intends to obtain with the development of the same must be taken into account and these, in turn, depend on those that appear in the governing documents of each of the subjects of the study plan at the corresponding level.

The objectives of education in Cuba reflect the purposes assigned to it by the State and are specified in the programs of each of the subjects of the curriculum for each grade or level.

From this it is inferred that the conception of the class requires an adequate selection, formulation and control of the expiration of the objectives, which is why teachers must be duly prepared to act accordingly.

The Physical Education subject has defined objectives that include the assimilation of knowledge, the development of skills, habits and capacities and formative elements and this demands a high level of complexity in the class as a fundamental form of the educational teaching process.



It is for this reason that the selection, formulation and control of the objectives is an essential requirement to achieve the goals and purposes to be achieved in the classes and sections of sports training.

Regarding the objectives in Physical Education classes and sports, several investigations have been carried out, which have been focused on: the objectives in Physical Education classes (Bolívar, 1989); the ways and tools for the elaboration and formulation of the objectives in the Education classes (Monistirol et al., 2013), the teaching models according to the objectives in the Physical Education class and sports initiation (Domínguez, 2021) and the dynamics of the components of the teaching-learning process (Espinoza, 2020).

It is notable that in the sources consulted there are no studies on the selection, formulation and control of objectives in Physical Education classes and sports training sessions, in which instructional and educational aspects are coherently integrated, an issue that still It constitutes a lack of science.

The controls to Physical Education classes and sports training sessions reveal the existence of deficiencies around the mastery by teachers and coaches, of theoretical elements for working with the objectives, which was verified in the exploration carried out, by the authors, through the use of surveys, interviews and documentary analysis, which allowed us to reach the conclusion that they are determined by the impossibility of consulting theoretical elements that are currently scattered in a wide bibliography with which they are not account in most of the centers.

For the reasons previously expressed, it is assumed as the objective of the article: to propose or methodological guidelines to improve the selection, formulation and control of the objectives in Physical Education classes and sports training sessions.



MATERIALS AND METHODS

In the investigation, the theoretical methods were used: analysis-synthesis, induction-deduction and historical-logical; empirical: observation, documentary analysis and survey and statistical: descriptive statistics. The use of these methods allowed processing various information related to the objectives and the role they have in Physical Education classes and in sports training sessions. The use of each of the methods is explained below:

Analysis and synthesis: it was used in the study of the different bibliographic and documentary sources consulted, which made it possible to extract, file, organize and integrate the essential ideas about the objective in Physical Education classes and sports training sessions; as well as its selection, formulation and control. It was also used to assess the empirical findings obtained.

Induction-deduction: made it possible to know the causes of the deficiencies of teachers and coaches in relation to the selection, formulation and control of objectives in Physical Education classes and sports training sessions, based on the application of various empirical verification methods, which led to general conclusions that reflect what is common in the elements provided by each method in particular.

Observation: it was used to verify the extent to which teachers and coaches address the objectives in Physical Education class and sports training sessions. Twenty-two classes and nine sports training sessions were observed. The following indicators, scale, and decision rule were used:

Indicators

- 1.1. A correct selection of the objectives is appreciated in correspondence with the demands of the program.
- 1.2. It is appreciated that the objectives have the appropriate structure.
- 1.3. A correct formulation of the objectives is appreciated.
- 1.4. It is appreciated that the objectives comply with the systemic relationship.



1.5. It is appreciated that the fulfillment of the objectives is controlled.

1.6. It is appreciated that actions aimed at solving the difficulties identified in the learning or sports development of students are planned.

1.7. It is appreciated that teachers or coaches are prepared to work with the objectives.

Scale: __ appreciated (SA) __ not appreciated (NSA)

The indicators were measured, for all cases, from an ordinal scale that expresses the level at which they are manifested. This is: very high (MA); high (A); medium (M), low (B) and very low (MB).

For the application of the scale and the interpretation of the observation results, the following decision rule was established: very high (MA), if the indicator is manifested in 90% or more of the classes and sports training sessions observed; high (A), if the indicator manifests itself between 60 and 89%; medium (M), if the indicator is manifested between 31 and 59 %; low (B), if the indicator manifests between 11 and 30 % and very low (MB), if the indicator manifests between 0 and 10 %.

Documentary analysis: it was used in the study of the theoretical referents for the selection, formulation and control of the objectives in Physical Education classes and sports training sessions; to compile, organize and systematize information obtained about the treatment given to the objectives in the lesson plans of teachers and coaches. The following indicators, scale and decision rule were used:

Indicators:

1.1. Evidence that the objectives have the appropriate structure.

1.2. Evidence of a correct formulation of the objectives.

1.3. Evidence of a correct formulation of the objectives.

1.4. Evidence that the objectives comply with the systemic relationship.

1.5. Evidence that compliance with the objectives is verified.



1.6. Evidence that actions are planned to solve the difficulties identified in the learning or sports development of students.

1.7. Evidence that teachers or coaches are prepared to work with the objectives.

Scale: __ appreciated (SA) __ not appreciated (NSA).

For the interpretation of the results, the same decision rule that was used in the observation was used.

Survey: it was applied to teachers to find out the state of opinion they have about the selection, formulation and control of objectives in Physical Education classes and sports training sessions; as well as the needs that they have in this regard.

Indicators:

1.1. Importance of the selection, formulation and control of objectives.

1.2. Level of theoretical-methodological preparation for the selection, formulation and control of the objectives.

1.3. Overcoming to give treatment to the selection, formulation and control of the objectives.

1.4. Scientific proposals to treat the selection, formulation and control of the objectives.

Descriptive statistics, specifically the percentage calculation, allowed us to reliably interpret the empirical results obtained in the investigation.

The population investigated is 57 Physical Education teachers and 22 sports trainers from the Sandino municipality. From them, a sample of 22 Physical Education teachers and 9 sports coaches, representing 38.5 and 40.9% respectively of the population, was selected intentionally. The criteria that were considered for the selection of the sample are: level of education and preparation of the sample, quality of the classes taught and representativeness, so that teachers and coaches of all levels of education and sports teams were included, respectively.



RESULTS AND DISCUSSION

As a result of the application of the research methods, as well as the analysis of the scientific bibliography that addresses the research topic, difficulties were detected in the selection, formulation and control of the objectives in Physical Education classes and training sessions. sports, in the same way the deficiencies of the teachers and coaches in this regard were detected. The results obtained with the application of the empirical methods are described below:

Observation of Physical Education classes and sports training sessions

The following table includes the evaluation of the observed indicators using the assumed decision rule (Table 1).

Table 1. - Results of the observation of Physical Education classes and sports training sessions

Indicator	1.1	1.2	1.3	1.4	1.5	1.6	1.7
Results	fifteen	9	8	4	10	3	12
%	48.3%	29.0%	25.8%	12.9%	32.2%	9.6%	38.7%
Category	m	B.	B.	B.	m	MB	m

The indicators reflected in the table show a low level of incidence, which shows the insufficiencies present in the indicators of the studied variable and therefore in the selection, formulation and control of the objectives in Physical Education classes and sports training sessions. whose level is generally assessed as low.

The greatest affectations are found in the indicators referring to compliance with systemic relationships (1.4) and the projection of actions aimed at solving the difficulties identified in the learning or sports development of students (1.6).

Documentary analysis of class plans and sports activities

The 31 plans corresponding to the observed activities were analyzed, using the indicators and the scale that appear below. All the indicators of the studied variable are evaluated. For the interpretation of the results, the same decision rule that was used in the observation was used and the following results were obtained:



The following table includes the evaluation of the indicators of the variable studied using the assumed decision rule (Table 2).

Table 2. - Results of the documentary analysis of the lesson plans and sports activities

Indicator	1.1	1.2	1.3	1.4	1.5	1.6	1.7
Results	14	8	8	4	eleven	2	eleven
%	45.1%	25.8%	25.8%	12.9%	35.4%	6.4%	35.4
Category	m	B.	B.	B.	m	MB	m

The analysis of the results obtained, in the application of this method, reveals that the indicators measured are generally not contemplated in the planning of the class or sports activity, which shows didactic insufficiencies in the teachers and coaches studied and manifests limitations in the selection, formulation and control of objectives in Physical Education classes and sports training sessions.

The greatest affectations are found in the indicators referring to compliance with systemic relationships (1.4) and the projection of actions aimed at solving the difficulties identified in the learning or sports development of students (1.6). Coincidentally, these indicators are also affected in the results derived from class observation and sports training sessions.

The results of the application of these methods reveal the insufficiencies present in the population investigated, in relation to the selection, formulation and control of the objectives in Physical Education classes and sports training sessions.

The previous results corroborate the existence of the problem that is being investigated and consequently, the state of necessity present in the population studied, which justifies the proposal of methodological guidelines to improve the selection, formulation and control of the objectives in Physical Education classes and sessions. of sports training, which is carried out in the present work.

The results obtained with these two methods were complemented with the application of the survey that allowed us to know the state of opinion that the investigated teachers have regarding the selection, formulation and control of the objectives in Physical Education



classes and sports training sessions; as well as on the level of preparation they have to face the work with the objectives.

Survey of Physical Education teachers and coaches

The survey was applied to the 22 Physical Education teachers and the nine coaches investigated. The evaluations of the main results obtained are presented below:

- The majority of teachers and coaches (90.3%) consider the selection, formulation and control of objectives important in Physical Education classes and sports training sessions and only one (9.6 %) state that they are unaware of the subject.
- 38.7 % of the respondents evaluate as good the level of theoretical-methodological preparation that they have for the selection, formulation and control of the objectives in Physical Education classes and sports training sessions; 61.2 % of teachers and coaches recognize the limitations they have in this regard, when evaluating their regular preparation.
- 100 % of the teachers and coaches surveyed state that they have not received the necessary improvement that allows them to treat the selection, formulation and control of the objectives and that they do not have a scientific proposal aimed at this purpose, which is identified as because of the insufficient theoretical-methodological preparation that they have regarding the topic under investigation.

The results obtained with the application of the survey showed the insufficiencies of a didactic nature in the selection, formulation and control of the objectives in Physical Education classes and sports training sessions, which persist, caused, among other causes, by the absence of actions aimed at the professional improvement of teachers and coaches in the subject matter under investigation and for not having a scientific proposal aimed at such a purpose.

It was also found that there are favorable conditions to eradicate the insufficiencies present in the population investigated, since the majority of teachers and coaches consider important the selection, formulation and control of objectives in Physical Education classes



and sports training sessions, and they recognize the need for their preparation to work with the objectives.

Based on the corroborated deficiencies in the results obtained, it is essential to develop methodological guidelines to improve the selection, formulation and control of objectives in Physical Education classes and sports training sessions, which includes the essential elements to have. taken into account by teachers to guarantee the adequate conception of the work with the objectives. This content is included below.

Methodological guidelines for the selection, formulation and control of the objective

For the preparation of the methodological guidelines, a review of the available bibliography was carried out (Bolívar, 1989; Lagos *et al.*, 2019a and Lagos *et al.*, 2019b, Lam, González and Goorguet, 2019; López *et al.*, 2022a and López *et al.*, 2022b; Ramírez *et al.*, 2018a and Ramírez *et al.*, 2018b and Domínguez, 2021), on the subject, which made it possible to identify and systematize contents that are elementary to promote work with the objectives during the preparation process for Physical Education class and sports training sessions.

Based on the initial diagnosis and after an extensive review of the available bibliography, we proceeded to define the contents to be included in the material in accordance with the proposed objectives and to select those that correspond to the working conditions and that conform to the characteristics of the teachers and coaches to whom it is addressed.

Thus, the following contents were selected:

Conceptualization and importance of the objectives. guiding role

The objective category occupies a prominent place in the direction of the teaching-learning process. She fulfills the important function of determining the content, the methods, the means, the procedures, the organizational forms and the evaluation of teaching, by expressing the planned transformation to which society aspires.



The objectives constitute the previously conceived purposes, which guide the teacher's activity to achieve the necessary transformations in the students. They play a guiding role within the teaching-learning process, which is why they influence the other categories of this process.

The teaching-learning process is characterized, among other important aspects, by the dialectical relationship between objectives, contents, methods, means, form of organization of teaching and evaluation. This relationship shapes its internal logic.

The objective is the starting point and general pedagogical premise for all education, since it expresses the planned transformation that is desired to be achieved in the student based on the demands that society places on education. It is thus that it enunciates the aspirations, purposes, interests, desires, desires and hopes of man, and in its maximum expression the end to be achieved (results to be achieved). Therefore, it is the starting point and goal.

What has been expressed allows us to state that the objective is the governing component of the teaching-learning process, since it expresses the purposes of said process, by explicitly stating the contents of the teaching-learning process: knowledge, skills, habits, attitudes, values, behaviors and methods to learn (necessary to face the sociocultural reality in which they operate).

The objectives are written in terms of learning, they must be specific and derived in each subsystem of the process. The rest of the components are inferred from it, which are mutually interrelated influencing the objectives.

Selection, formulation and control of objectives

Selecting the objective is equivalent to specifying it, specifying it to the content of its scope: knowledge, skills, abilities, values, attitudes, among others, in correspondence with the requirements of the programs in question.

For the selection of objectives, the following principles should be considered:

- Of the gradual derivation of the objectives.



- From the unity of the logical aspect of the content and its application.
- Of the future projection of the objective.
- Of the internal structure of the objectives.

For its part, the formulation of the objective consists of its verbal expression, it is the way to specify them in the curriculum. To formulate the objectives, the following requirements must be considered:

- Formulate them based on learning and the student.
- Lead them through cognitive action that will become skill.
- Express them based on the system of knowledge, values or attitudes that they have as an aspiration.

Regarding the control of the fulfillment of the objective, this refers to evaluating to what extent they have been overcome, what has been achieved with them, what the students have learned, in terms of the content system: knowledge, skills, values and attitudes. For this, very precise activities must be designed that allow verifying the fulfillment of the objectives, that is, if the proposed purpose has been achieved.

The foregoing implies that the controls that are applied in sports skills and physical capacities must correspond to the system of planned objectives. It is precisely through the evaluation that it is verified how the proposed objectives are met for a class, a stage or a certain period and during the course, which allows to verify the development of the process in the short, medium or long term.

Gradual derivation of objectives

In this section, elements are provided on how to define the objectives of the classes from the general objectives of the program and of the corresponding units so that this contributes to their fulfillment. This derivation of objectives has the implicit character of a system. The objectives that the teacher sets in a class are part of a system, because to the extent that the



students reach them, the most immediate objectives will be achieved, that is, those proposed for each theme, unit or grade and so on until reaching the goals of education.

That is why teachers and coaches, when preparing the objectives of the class or sports activity or their system, must always keep in mind the purpose and the most general objectives of the level and grades, so that from the subject with which they work and taking into account the psycho-pedagogical characterization of the schoolchildren at times of development, can give a systematic response to the demands made by them, how from their activity they contribute to the formation of the man that society requires, expressed in their ways of thinking, feeling and act, that is, with respect to the integral formation of the personality of schoolchildren.

Functions of the objectives within the teaching process

The functions that meet the objectives given their governing nature and what this implies for the proper conception of the class or sporting activity and the purposes that correspond in each case are defined.

Function aimed at determining the content: The objectives have a guiding character and it is necessary that they clearly specify the knowledge of teaching, skills, habits, motor skills and aspects of the personality that have to be formed and developed in the students.

Guiding function: It guides the teacher in his activity as a leader of the process, it also guides the student to where they have to direct their efforts and attention in class, constituting a work project for the teacher towards the future by expressing the systematic transformations that must be achieved in the students.

Evaluative function: The objectives constitute evaluative factors with which the results of the action are compared and it is verified to what extent they have been fulfilled.

Structure and content of the objectives

Traditionally, the objective in Physical Education classes and sports training sessions has been subdivided into sports skills and physical abilities. Another element that has been treated separately is the educational component, this has implied the formulation of three



objectives for the same class, which in light of the current ideas of didactics does not seem the most appropriate. Thus, the authors of this article suggest the formulation of a single objective that has the following structure:

- Ability to achieve by students in terms of action; associated knowledge; conditions in which the appropriation of the content occurs; assimilation level and depth; political intentionality from the content.
- Examples of objectives are included later, formulated in correspondence with the structure proposed above, that is, in which sports skills, physical abilities and the educational component are integrated.

Class system and objective system

In determining and fulfilling the objectives of the class or sports activity, the teacher or coach has to consider its systemic and multilateral nature. The set of classes of the teaching period (in question (unit, semester, or period, course, cycle or degree), must constitute a harmonious whole from the point of view of the objectives, content and methods applied.

From the above, it can be inferred that, in determining the objectives of the class or sports activity, the teacher or coach must make a careful analysis of the prerequisites that students possess, not only in their subject, but also in the rest related to they.

It is also necessary that the teacher or coach have full control of the content and of the pedagogical laws that govern their teachings. In this regard, you must know the system of concepts, laws, rules and work methods included in the content of the unit, semester or grade in question. Only then will he be able to consider the multilateral nature of the objectives in his work.

This element allows the gradual derivation of the objective to be carried out and to see it complete to give it the treatment it takes according to the degree in question and the unit. Being able to see how one objective is linked to another until the system is formed.



Example of Formulated Objectives

Here are examples of objectives, formulated in correspondence with the structure proposed in this work, in which they can serve as a model for teachers and coaches to conceive those corresponding to their classes or sports activities.

Examples:

- Running continuously for 10 min to improve medium-duration resistance, through continuous work, which contributes to strengthening perseverance and will in students.
- Shoot at the hoop in motion after a pass with an active opponent, achieve coordination through play, so as to promote teamwork and honesty.
- Jumping with half an impulse race without reaching the maximum rhythm of the steps during the race, improving rapid leg strength, through the repetition method, which favors the strengthening of values such as industriousness.
- Shoot balls from above in front of different areas of the opponent's field, favoring rapid arm strength, through play, which contributes to teamwork.

Example of objective systems sport volleyball

Topic: "The serve from above in front"

General objective: Apply the serve from above to the different areas of the opponent's field, favor rapid arm strength, through play, which contributes to the strengthening of values such as solidarity, responsibility, industriousness, humanism and honesty. (6 classes).

Objective of each system class

1. Execute the hitting technique in the serve from above with static balls, to achieve coordination, through repetitions, which favors perseverance and will.



2. Throwing and hitting the ball in the serve from above, achieving coordination, through repetitions, which contributes to showing discipline and honesty in the fundamental activities of the class.
3. Pull up from the front towards different areas of the field, achieve rapid strength, through repetitions, contribute to cooperation and responsibility.
4. Hitting the ball and moving towards zone 1 of the field, in the kick from above, achieving coordination, through the game with tasks, which contributes to industriousness, perseverance and will.
5. Take out from above from the front from the entire final line of the field, towards the sagüera areas, achieve rapid arm strength, through play, which contributes to collectivism and respect for the rules.
6. Hitting from above towards the different areas of the opponent's field, achieving rapid arm strength, through play, which contributes to showing perseverance, collectivism, competitive spirit and respect for the rules of the game.

In order to arrive at the final content, the authors, the sports and education officials that make up the Physical Education Commission at the municipal level and teachers and coaches of the different levels of education and of the sports teams selected for their experience participated. and performance who participated as collaborators.

In addition, a consultation was carried out with 21 experts in a single round who agreed that the brochure meets the requirements that led to its preparation.

Socialization of methodological guidelines

The proposal was put into practice during the 2018-2019 school year in 12 educational centers in the Sandino municipality (six for Primary Education, four for Secondary and Higher Secondary Education, 1 Special Education and 1 for Professional Technical Education) as well as four sports teams of the Sandino municipality, this allowed to identify the following results and impacts.



- Characterization of the situation presented by the centers involved.
- A system of methodological activities aimed at refining the selection, formulation and control of objectives
- Measurement of the impact of the actions developed on the level of knowledge of teachers and their application in classes or sports training sessions, in all cases results above 84.0 % were obtained.
- 100 % of the Education and Sports directorates at the municipal level, 80.0% of the sports team structures and 54.3 % of the schools throughout the municipality were involved in carrying out the research.
- 85.0 % of the professors and heads of departments show satisfaction with the methodological orientations.
- In 82.3 % of the Physical Education classes observed and in 78.4% of the sports training sessions, higher quality was observed in the determination and formulation of objectives.
- The category of good was granted to 90.3% of the classes or sports activities visited, while only 9.6 % of them were evaluated as regular.
- Introduction into the control system of the municipal departments involved of the guidelines regarding the selection, formulation and control of objectives in classes and sports training sessions. This was verified in 60.0 % of the controls of the Municipal Department of Education and in 55.0 % of those of the Municipal Department of Sports.

Based on these results and impacts, it can be argued that the proposal contributes to the preparation of teachers and coaches in relation to the selection, formulation and control of the objectives and, in this way, to raise the quality of Physical Education classes and sports training sessions that take place in schools of the educational sector and sports teams.



Likewise, the results of the research carried out were contrasted with the proposals made in this regard by other authors (Bolívar, 1989; Monistirol, 2013; Domínguez, (2021), appreciating that they differ in terms of the way of formulating the objective, since this is usually In general, it is presented in the form of three separate objectives (instructive, developmental and educational); unlike the present investigation, in which the holistic formulation of the objectives is proposed, that is, in a single objective, the three types of objectives of physical education.

The research demonstrates the possibility of achieving high quality in Physical Education classes and sports training sessions based on the improvement of the work with the objectives by Physical Education teachers and coaches.

The results achieved with the development of the research make it possible to ensure that it is possible to achieve the preparation of teachers and sports coaches to select, formulate and control the objectives of Physical Education classes or sports training sessions, and thus raise the quality of these and the learning results of the students, which is essential for the fulfillment of the social order assigned in this field to the Municipal Directorates of Education and Sports.

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