

## The formative link of Sports Management and Development Centers in universities



El vínculo formativo de Centros de Gestión y Desarrollo Deportivo en universidades

Melvin Zavala Plaza\*

### Abstract

The sociogenesis of humanity throughout all civilization processes, has reported in the historical development of physical activity as an important platform for human development and a source that generates countless benefits for society, relying on collaborative knowledge from the biological, psychological, socioanthropological, socio-cultural, socioeconomic, educational, epistemological and spiritual perspective, positioning physical activity as a knowledge based on an integral vision. This condition of integrality of physical activity turns it into a world of possibilities to favor any type of population in favor of benefits for its development and even more to the student population that conforms the different faculties of the University of Guayaquil, whose lifestyles, ways of feeding, logics of insertion to society and cultural habits, many of them inheritances of legacies foreign to their idiosyncrasy, have generated direct incidences in their personal development.

**Keywords:** Center . Management . Sports Development

### Educational synergies

July - September Vol. 7 - 3 - 2022

<http://sinergiaseducativas.mx/index.php/revista/>

eISSN: 2661-6661

[revistasinergias@uteq.edu.ec](mailto:revistasinergias@uteq.edu.ec)

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Received: March 23 , 2022

Approved: May 25 , 2022

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\* Master, Universidad de Guayaquil, Guayaquil,  
Ecuador, [melvin.zavalap@ug.edu.ec](mailto:melvin.zavalap@ug.edu.ec),  
<https://orcid.org/0000-0001-6538-5413>

## Resumen

La sociogénesis de la humanidad a lo largo de todos los procesos civilizatorios, ha reportado en el devenir histórico a la actividad física como una plataforma importante para el desarrollo humano y fuente generadora de innumerables beneficios para la sociedad, apoyándose en saberes colaborativos desde la perspectiva biológica, psicológica, socioantropológica, sociocultural, socioeconómica, educativa, epistemológica y espiritual, posicionándose dicha actividad física como un saber fundamentado en una visión integral. Esta condición de integralidad de la actividad física la convierte en un mundo de posibilidades para favorecer a cualquier tipo de población en pro de beneficios para su desarrollo y más aún a la población estudiantil que conforman las diferentes facultades de la Universidad de Guayaquil, cuyos estilos de vida, formas de alimentación, lógicas de inserción a la sociedad y hábitos culturales, muchos de ellos heredados de legados ajenos a su idiosincrasia, han generado incidencias directas en su desarrollo personal.

**Palabras clave:** Centro . Gestión . Desarrollo Deportivo

## Introduction

The Center for Sports Development CEDUG, emerges as the product of an educational, sports and health project, 3 years of realization, initiated from 2019 to 2021, with which it is intended as a mission, to build a space of encounters between diversity of knowledge and disciplines articulated from a transdisciplinary and complementary vision, to address the complexity of problems inherent to health, nutrition, psychological and educational processes, having as a guiding axis of this mesh of overlapping knowledge, the Physical Sports Activity, from which, it is intended to position students from different faculties of the State University of Guayaquil, in scenarios that promote good living. From this proposal is intended as a vision, to build a space for healthy human development around the good living, aimed at empowering the young population comprising the

different faculties of the University of Guayaquil, towards the comprehensive training to ensure welfare, health, nutrition, education and physical development, through physical activity sports, understood from a holistic perspective. All this in connection with the ERDF Goals.

The proposal aligns with ERDF's mission to: "To train professionals in Physical Education, Sports and Recreation technically specialized, qualified, successful, enterprising and ethical; with the ability to perform their functions in educational institutions, areas of integral health and sports organizations, facilitating the community the practice of good living"; by having a facility with the essential sports equipment for the improvement of teaching, the development of science and innovation and the provision of services to students, contributing to the improvement of health and in general, to the quality of life of people.

Physical Education, Sports and Recreation with scientific, academic, ecological, technical rigor, practices of human and ethical values, with national and international projection that will contribute to the good living, the integral formation of children, youth, adolescents and the community in general". Hence, FEDER, from the Dean's Office, constitutes the academic unit with competences to assume the administration processes of the Center in question. From this perspective, the project responds to a foundation that delineates its purposes.

The need to address the complexities and imbalances that today represent the processes of health, nutrition, healthy psychological development, human development and social growth in different sectors of Ecuador and especially in the city of Guayaquil, in the young student population, force the university sector to propose projects and programs, either from the alternatives of linking with communities, research efforts and scenarios of international liaison

approach, oriented towards the solution and eradication of such imbalances.

This achievement is not possible if the same simplistic vision is assumed, from the monodisciplinary perspective with which the processes of physical development have been approached, even knowing that everything inherent to physical activity has historically been impregnated by collaborative knowledge. Hence, the complex and integral nature of this area.

Thus, presenting the CEDUG from the epistemological perspective of Complexity, postulates a permanent dialog of physical sports activity with a diversity of knowledge that intersect in the intention of favoring forms of human strengthening that, starting from sports development as an integrating axis, also propitiate the institutionalization of a logic that understands the value of knowledge, in permanent construction.

Hence the relevance of a Sports Development Center with a diversity of areas and sports, which is designed for the practice of sports such as: Soccer, athletics and chess and hereinafter, volleyball, basketball, baseball, handball, swimming, table tennis, combat sports, physical and sports practices of bodybuilding, psychological and accompanying activities, gymnastics, nutritional guidance, attention to adults and their physiological change and educational guidance for the development of life and health projects, as expressed by Krzenmien, D (2001: 10) by stating that: "This can only be achieved from an epistemic vision consistent with the needs of the world", which as Morin (2008) rightly expresses: "Postulate the dialogic of knowledge", where simplicity is not dismissed but answers are given to fundamental human and social problems from multi-referential possibilities, always bearing in mind the principle of complementarity inter-sciences addressed, as expressed by Martinez, M (2007): "Integrating into a coherent and logical whole

the contributions of different people, schools, methods and disciplines".

This project proposes a program that overcomes the fragmentation of science and overcomes the traditional technicality, from an epistemological option, as stated by Miranda, C (2005): "For the construction of new socially relevant knowledge and an Evaluative Model of Lifelong Learning". From this epistemic vision, the CEDUG program seeks a rethinking of human physical development for a society in permanent changes, which also guarantees to achieve what Sanchez M, Aparicio M and Dresh, V (2006: 7) outline as a contribution to overcome through actions of integral health care: "Anxiety, self-esteem and promote satisfaction as a human being in every action performed, both men and women".

Complexity is assumed as an epistemological vision because it is considered that this conception of the world: "Articulates possibilities of linking overlapping knowledge to give social answers pertinent to the times, in any social territory", as evidenced in his reflections Trujillo S (2005:20).

The program in development is based on the contributions of the psychological theories of learning and social psychology, taking the foundations of Vigotsky's constructivism, whose platform, viewed from one of the visions of humanism, promotes the resolution of learning problems and social coexistence, based on the relationships given from the zones of proximal development, in which those who make up the human group receiving guidance for physical sports development, also form an active part in the construction of their own learning.

The contributions of the sociocultural conception of education are also assumed, from which, according to García, M (2002:12): "It is intended to meet social and cultural needs", taking as axis or central trunk the physical sports activity to give answers to the students of

the different faculties of the University of Guayaquil, belonging to different territories and social and economic groups. Hence the relevance or linkage of these theories with the purposes of complex thinking.

Within the framework of the scope to be achieved from an inclusive psychological perspective, Matad, M (2004:12) also highlights the following: "The leading role of women and their recognition in the field of sport and their right to participate and be included in the processes of human development.

### **Materials and methods**

The construction of the Center will be carried out in five stages:

**Diagnostic Stage:** Consists of the study of detection of student needs of the faculties in sports, physical, health, nutritional, psychological and educational matters, through a unit formed by a transdisciplinary team, composed of professionals specialized in the areas of physical conditioning, health, psychology, education, human development, communication systems and areas related to physical activity. This stage of the project will be the responsibility of the Research Department and should be carried out through the participation of researchers with expertise and research-sports training, designated by the ERDF Dean's Office, with the purpose of achieving training profiles according to the logic of what Velandia ,A. (1994: 19) establishes as the need to generate processes oriented to: "Research for health and quality of life in all sectors of society".

**Promotion and Publicity of Activities:** It consists of the stage of dissemination and publicity of the project through talks in the faculties, flyers and propagation by audiovisual media, igital of Ecuador, as well as in international networks of researchers, in which the activities and goals they intend to achieve will be presented. This stage will be carried out with television interviews and radio

programs, in order to strengthen inter-institutional relations and intersectoral work, in which national and international organizations will participate in a process of co-management, development and cooperation. It is the responsibility of the ERDF Dean's Office to designate personnel in the area of Social Communication, with expertise in the management of networks and advertising media for the development of the promotion and dissemination processes.

## **Results**

In the stage of Design and Structuring of Spaces for Integral Physical and Sports Development: A transdisciplinary commission will be appointed, in charge of structuring sectioned spaces of attention to students in the physical sports areas, personnel with competencies in research, physical sports conditioning, health, human development, education, psychology and nutrition that will have as a central object, to start with SOCCER, ATHLETICS and CHESS and in the following, individual, collective, combat, muscle building sports practices will be incorporated, among these, swimming, baseball, basketball and others that arise as a requirement.

Stage of Integral Assessments: This corresponds to the evaluative diagnosis of the students to participate in the center in the medical, psychological, biological, sociocultural and physical aspects. For this, the Academic Unit of Administrative Management of the Program: ERDF Dean's Office, will designate a team made up of professionals in the area of Physical Activity, health professionals, nutrition and education, psychology and socioanthropology for the execution of student assessments. Intervention Stage: Consists of the execution of the schedule or action plan to achieve the central objective of the project. This stage is the responsibility of the ERDF Dean's Administrative Management Unit, together with the academic unit of operational management: Research Department.

## Discussion

The process of organization and systematization of the information obtained from the surveys and interviews applied to the subjects of study, as well as impact evaluation, which will be the responsibility of the Research Department, through the work carried out by operational monitors.

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