

## Pedagogical-professional skills of Physical Education Novice professors in Higher Secondary Education

### Las habilidades pedagógico-profesionales de los profesores noveles de Educación Física en la Enseñanza Media Superior

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#### ABSTRACT

The present research aims to elaborate a methodological strategy for the development of pedagogical-professional skills in Novice professors of Physical Education in Higher Secondary Education. To determine the problem and offer a solution, methods of the theoretical, empirical and mathematical-statistical level were used. Based on the consultation with specialists and their socialization in professional reflection workshops, the insufficiencies that these professors present in their professional performance that served as the basis for the development of the proposal are corroborated.

**Key words:** Methodological strategy; Novice professor; Physical education; Pedagogical-professional skills

#### RESUMEN

La presente investigación tiene como objetivo elaborar una estrategia metodológica para el desarrollo de las habilidades pedagógico-profesionales en los profesores noveles de Educación Física en la Enseñanza Media Superior. Para determinar el problema y ofrecer una solución se emplearon métodos del nivel teórico, empírico y matemático-estadístico. Se corroboran a partir de la consulta a especialistas y su socialización en talleres de reflexión profesional las insuficiencias que presentan estos profesores en su desempeño profesional que sirvieron de base para la elaboración de la propuesta.

**Palabras clave:** Estrategia metodológica; Profesor novel; Educación física; Habilidades pedagógico-profesionales

## **INTRODUCTION**

The main task of Cuban education is to prepare the new generations and all the people in the scientific conception of the world, to develop in all its human fullness the intellectual, physical and spiritual capacities of the individual, from a training of a high scientific level in all its fields. All education must contribute decisively to the multilateral improvement of the personality and the acquisition of solid knowledge. When it comes to the multilateral development of the personality, the development of Physical Education is also part of this, this pedagogical discipline with an eminently formative nature, contributes to the harmonious development of the individual, through the systematic practice of physical activity, which tends to generate attitudes, perceptual-motor skills, physical-motor-cognitive, affective motor, norms and values. Authors from various sciences define the term Physical Education and relate it to the influence on the formation of man; in this sense name (Rodríguez López, 2006, p. 101), stated that "skills are essential elements to approach, methodologically, the learning of facts, concepts and principles. These are actions of an intellectual nature with which thought works, or practical operational procedures that have a utilitarian sense in physical activity."

According to the author himself, pedagogical skills are general and common. These allow educators to use the concepts and appropriate the knowledge, as they master the structure, the algorithm of mental action, for example, observe, describe, compare, argue, explain, reflect, others. (López, 2006, p. 101)

During the development of professional pedagogical skills, the educator must systematically make an effort so that students become aware of their collective life, discuss their actions with them and teach them to analyze, as well as discard the bad in the behavior of other students and in itself.

The aspects analyzed above show the need to approach the development of professional pedagogical skills from a creative edge, which shows difficulties from the author's perspective, as verified in the results of the visits made to the Higher Secondary Education centers of the Guantánamo municipality, in class

competitions at the grassroots, municipal and provincial levels, in the interviews applied to the teachers where the following shortcomings are manifested:

Limitations to sustain a coherent oral and written communication. Difficulties to argue their criteria from the scientific foundations. Problems planning and directing Physical Education classes, particularly using productive methods and procedures. This situation affects the quality of the teaching-learning process, since the students show some limitations when executing technical-tactical elements in the sports that are the subject of classes, as well as physical capacities provided for in the program.

The insufficiencies detected in terms of the little mastery of basic knowledge for methodological work and its application in work practice evidenced the contradiction between the knowledge and professional pedagogical skills that the Novice professor of Physical Education in Higher Secondary Education demands for training integral and the development of its purpose in its educational functions.

## **METHODS**

For the development of this research, we worked with a population of 46 Physical Education professors, of them 42 teachers of the Upper Middle level, 3 provincial methodologists and the methodologist of the Guantánamo municipality at this level of education. Due to their novice status, the 3 provincial methodologists, as well as the municipal methodologist, with high experience in their role, were intentionally selected as a sample.

An analysis of different bibliographic sources was carried out that facilitated the taking of positions, the assessment of the main elements of the problem under study, among other elements. To make theoretical and empirical inferences from the real situations that occur in the methodological preparation of the direction of the educational process that condition the actions resulting from the research, induction-deduction was used.

The systemic-structural-functional approach was used for the correct elaboration and structuring of the proposed strategy. The study of documents facilitated the study and analysis of specialized and updated literatures, to contribute to

improving the methodological preparation for the development of the pedagogical-professional skills of Novice professors of Physical Education.

A survey was applied to novice Physical Education professors that allowed obtaining information on their cognitive needs for the attention to the development of pedagogical-professional skills.

Class observation was used to verify the level of development of the pedagogical-professional skills of the Physical Education professors.

The interview was applied to Physical Education managers to obtain information related to the development of the methodological preparation process of Physical Education professors to attend to the development of pedagogical-professional skills.

Finally, a percentage analysis was carried out to process the results of the diagnosis and of the consultations with the specialists in the evaluation of the feasibility of the proposal.

## **RESULTS**

### **Professional pedagogical skills. General considerations**

Professional pedagogical skills constitute a category of their own, with characteristics already explored in theory by foreign and Cuban authors, who study it from various sciences such as psychology, sociology, and especially through pedagogy. On this subject, several authors express their conceptions related to professional pedagogical skills. According to Petrovsky (1970), "the ability is the external manifestation of the ability to take advantage of the data, the knowledge, the acquired habits and operate with them for the successful and practical solution". For Álvarez (1999), ability is "the dimension of the content that shows the behavior of man in a branch of knowledge proper to the culture of humanity." And according to Echevarría (1984), "the ability is the action or integration of a set that are revealed when we use the knowledge and habits that are possessed, and that allows us to achieve success in the proposed objective.", Cited by (Mirabal, Menéndez and Núñez, 2011, p. 13)

Professional pedagogy is the way in which theoretical-pedagogical knowledge works and presupposes the use of previously obtained experience, of the

knowledge and habits without which it could not be formed. The comprehensive training of professional pedagogical skills constitutes the highest expression of a teacher, the training and development of skills and habits in students through the teaching-educational process. In addition, it is appreciated that they constitute from the psycho-pedagogical point of view the domain of psychic operations and practices that allow a rational regulation of the activity, appropriation of active procedures, they are the product of the systematization of the actions in conditions that allow their constant development.

Raising later that on this basis the professional pedagogical skills in Physical Culture are classified and exposes that they are: Constructive pedagogical skills: they are manifested in the procedures used by the teacher for the ordering of knowledge, habits and motor skills that students must achieve in Physical Education classes. Cognitive pedagogical skills: they are manifested in the abilities to adequately assess the state of the students from the physical, psychological and physiological point of view, for the efficient use of performance in Physical Education classes.

Organizational pedagogical skills: they are manifested through the management procedures for the successful development of Physical Education classes (ability to expose the content in an orderly manner, ability to maintain their behavior depending on the teaching situation of the students, ability to use the different organizational forms and procedures according to the objectives to be achieved, means available in correspondence with the number of learners).

Communicative pedagogical skills: they constitute actions and procedures that the teacher reveals when applying their pedagogical knowledge and of the subject in the direction and control of the teaching process of Physical Education, at the same time that they show the nature of the actions that it establishes with the learners.

Projective pedagogical skills: they allow the teacher to anticipate the interrelated system of educational objectives, for the development of physical capacities and skills that must be achieved in the short, medium and long term, during the teaching-learning process of Physical Education.

It is very common that in the projection of these specific skills that the Physical Education specialist must develop difficulties in the novice teacher because when planning the structure of the class, only the intermediate steps in which the content and content will be penetrated are planned and projected the analysis of the activities that are used to orient towards the objective, the guiding basis for the activity (the preconditions for communicating the new content, consolidating and controlling) is omitted. It also ignores the planning of the activities that the students will carry out, the differences, potentialities and individualities, the projection of the time of each activity and the planning of the teaching methods and means that should be used and other aspects for the achievement of the proposed objectives.

### **Methodological strategy to enhance pedagogical-professional skills in the novice Physical Education professor**

The teacher's preparation for the proper exercise of the profession is carried out individually and collectively in the educational institution. In the research, individual preparation is taken as a starting point as it encourages self-preparation in the theoretical, scientific, didactic, methodological, and philosophical aspects required for the development of their teaching work. This self-preparation is the prerequisite for transmitting knowledge and collective preparation is effective. For this reason, actions are proposed to reflect and apply by the Novice professor that encourages the development of professional pedagogical skills, an important element to plan, organize and teach the class.

#### Organizational pedagogical skills

- Establish the procedures to carry out the activities in the different parts of the class.
- Organization, preparation, development of teaching aids according to the type of activity to be carried out in class.
- Organization of activities taking into account the complexity of the exercises.
- Pedagogical communicative skills
- Explain and demonstrate the activities planned for the class in class.
- Use the technical language of the subject taking into account the activities that are carried out.

- Execute command voices with modulation and strength that encourages emotionality

#### Cognitive pedagogical skills

- Plan and teach classes according to the orientations of the contents that appear in the program.
- Characterize the physical, mental, anatomical and physiological characteristics of the student.
- Particularize the needs, individual and collective potentialities of students.
- Specify the characteristics of the educational level where he works and the methodological didactic demands of the classes that are taught.

#### Constructive pedagogical skills

- Create and use teaching aids based on the particularities of the classes and the students. Evaluate and control based on a guide with indicators, taking as a point of reference the evaluation based on individuality to obtain satisfactory results.

To corroborate the effectiveness of the proposal, many instruments were applied to specialists in the territory who argue that the proposed strategy fosters the assimilation, perfection and consolidation of the necessary knowledge for the development of pedagogical-professional skills in Novice professors of Physical Education of Teaching High School of the Municipality of Guantánamo since in a general way an improvement in its mode of action is highlighted in terms of planning, execution and control of the teaching-learning process.

Likewise, novice teachers from the Guantánamo municipality were surveyed who report that the activities developed during the methodological preparations have allowed them to achieve greater pedagogical mastery evidenced during the class controls, although they must continue working to perfect their pedagogical-professional skills. These results corroborate the feasibility of the proposed methodological strategy.

### **DISCUSSION**

The proposed methodological strategy provides a set of actions to contribute to the development of pedagogical-professional skills in Novice professors of Physical

Education of Higher Secondary Education in the Guantánamo municipality, based on the benefits provided by the methodological preparation process. At present these benefits are not used to the maximum since there are not enough activities related to the proper use of methods and procedures, teaching aids, the correct planning of classes, among other aspects that are taken into account in this research for contribute to achieving the objective of the same.

Regarding the pedagogical-professional skills, they have been dealt with in various investigations by the aforementioned authors, but they do not directly address how to contribute to their development in new Physical Education professors who constitute the focus of this research. By way of conclusions, it should be noted that the novice professor of Physical Education of Higher Secondary Education in the Guantánamo municipality is an active entity due to the influence that he exerts on the comprehensive training of adolescents and that requires deepening his methodological preparation for better development of their pedagogical-professional skills in order to raise the quality of the classes. The specific pedagogical-professional skills that these novice teachers possess can be developed if actions are applied from the methodological preparation in order to increase their professional performance.

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