

The development of professional skills in Physical Culture students from Labor Formation

El desarrollo de habilidades profesionales en los estudiantes de Cultura Física desde la Formación Laboral

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ABSTRACT

In this research, a methodology is proposed to develop professional pedagogical skills in third-year students of Physical Culture from Investigative Labor Practice, which is based on the diagnosis made in the investigative process, which reveals limitations in the development of professional skills. The research used theoretical, empirical and mathematical methods that allowed to explain the current state of the problem and the collection of information, interpret and express the revealed results.

Keywords: Methodological strategy; Investigative labor formation; Investigative labor practice; Professional skills

RESUMEN

En la presente investigación, se propone una metodología para desarrollar habilidades profesionales pedagógicas en estudiantes de tercer año de Cultura Física desde la Formación Laboral Investigativa, el cual se sustenta a partir del diagnóstico realizado en el proceso investigativo, que revela limitaciones en el desarrollo de habilidades profesionales. En la investigación se emplearon métodos teóricos, empíricos y matemático que permitieron explicar el estado actual del problema y la recogida de información, interpretar y expresar los resultados revelados.

Palabras clave: Estrategia metodológica; Formación laboral investigativa; Práctica laboral investigativa; Habilidades profesionales

INTRODUCTION

At present, Cuban higher education is engaged in maintaining its model of a modern, humanistic, scientific, technological, innovative university, integrated into society to achieve a graduate who possesses personal qualities, culture and professional skills that allow him to perform with social responsibility. , and that promotes their education for life.

One of the challenges to overcome is to have relevant curricular designs that lay the foundations for the continuous increase in quality and relevance in the comprehensive formation of professionals in the country.

Consequently, with the above, the study plans in higher education are perfected, which is why from the 2016-2017 academic year, the Study Plan “E” begins, which defines the Investigative labor formation (FLI) as the Main Integrative Discipline (DPI) in the Professional Model of Physical Culture, so that special attention can be paid to the articulation of the components of the university formation process (academic-labor-research), which, in total harmony, allow the formation of a more competent professional from the investigative work practice.

At the international and national level, various authors have directed their research towards job formation and professional competencies, such as Fernández and Jurado (2000); Casanova (2003); Fernández (2010) and Paris (2015); Fuentes (1998); Álvarez (1999); Cerezal (2000); Fiallo (2001); García (2002); Pérez (2004); Fong and others (2005) among others; who from their contributions offer ways and recommendations that prepare students to face the situations that arise in daily life and in their job formation.

On job formation, Fong et al. (2005) state that

“... Is the process of transmission and acquisition by students of the set of knowledge, skills, procedures and strategies that are needed to analyze, understand and solve the problems of social practice and that are aimed at enhancing the “knowledge to do” and the “how to do it”, guided by the value system acquired both in class and in everyday experience. Hence, it is

present throughout the educational process, both inside and outside the classroom". (p.7)

Miguel Díaz-Canel during the development in the Balance of the objectives of the year 2017 of the Ministry of Higher Education (MES), mentioned that the houses of higher studies should make the most of all their potential, and strengthen ties with the communities and entities of the territory. He assured that old problems with respect to labor practice must be resolved, since this constitutes the patrimony of Cuban education and there are still dissatisfactions among university students in this regard.

Pérez (2015), states that

"The formation of university students in Physical Culture requires a contextualization that contributes to developing their professional and social performance modes; said formation must be characterized by a high ethical commitment and worthy service to the country and society as a sign of its identity and identification with the principles that sustain it. " (p.3)

The generalization of these experiences in Cuban educational practice, although they have contributed to a qualitative leap, are still insufficient to satisfy the demands for improvement in the performance of Physical Culture professionals, since changes in the study plans have been the result of an upward development of methodological and scientific work, and consequently, these professionals have been urged to reconstruct their theoretical and procedural knowledge from social commitments, to catch up with their time, a fact that is only possible from accessing to a systematic, organized, conscious and reflective professionalization process, from which it can harmonize: methodological work, professional performance, improvement and intellectual production of Physical Culture professionals.

"Labor practice is the specific form of labor activity, where the Marxist principle of Marti of combining study with work is fundamentally applied, relating theory to practice. Its main objective is to promote an adequate mastery of the modes of action that characterize professional activity and, at the same

time, to develop values that ensure the formation of a comprehensive professional, suitable for future performance in society.” (R/M2/2018)

Its main objective is the organizational form that aims to promote an adequate mastery of the modes of action that characterize professional activity and, at the same time, to develop values that ensure the formation of a comprehensive professional, suitable for future performance in the society.

For Torres and Collective of Authors (1997)

"The Investigative Labor Practice is the organizational form of participation of students and professionals in production and services, by interacting with the community and society during the solution of real problems that require the use of the scientific method of the model of professional performance, motivating multidisciplinary teamwork and developing independence and creativity." (p.17)

Taking into account the criteria analyzed, a methodology is developed with the aim of contributing to the development of skills in students of the Physical Culture career from Investigative Labor Practice I.

For de Armas (2003) the methodology can be understood on a general, particular or specific level. At the most general level, the methodology is defined as the philosophical study of the methods of knowledge and transformation of reality, the application of the principles of the conception of the world to the process of knowledge, of spiritual creation in general or to practice. In this case the term refers to a relatively autonomous philosophical discipline destined to the analysis of the research techniques adopted in a science or in a group of them.

At the particular level, it includes the set of methods, procedures and techniques that respond to one or more sciences in relation to their characteristics and their object of study. In this sense, the methodology is developed within one or more disciplines and allows the increasingly efficient use of the techniques and procedures available to them in order to know more and better the object of study.

The objective of the methodology is from the Investigative Labor Practice I, to document the professors to develop professional pedagogical skills in the students of the 3rd year of the Physical Culture career.

The conceptual support that sustains it emerges from the essential dialectical relationships between the Professional didactic articulation and Professional Methodological subsystems, these connections generate the Professional Enabling Procedure.

Bermúdez and Rodríguez (1996), cited by (de Armas, 2003, p.7), suggest that the structure of the methodology must be made up of two devices:

- The theoretical or cognitive apparatus: it is made up of the categorical body that in turn includes the categories and concepts and the legal body that is made up of laws, principles or requirements.

The concepts and categories that are part of the cognitive theoretical apparatus of the methodology are those that define essential aspects of the object of study.

The legal body refers to those rules that regulate the process of application of methods, procedures, techniques, actions and means and is expressed through the principles, requirements or demands that were taken into account for its design and for its practical application.

- The methodological or instrumental apparatus: which includes methods, procedures, techniques and means that allow the direction of the process under study. In this research, the criteria given by de Armas (2003, p.8) are assumed, regarding the elements that make up a methodology and the necessary adjustments are made, depending on the nature of the object under study.

The interrelation between these components presupposes conceiving the methodology in two dimensions: as a process and as a result. Regarding the structure of a methodology of Weapons (2003, p.8) it states that it must have:

- General purpose.
- Rationale.
- Conceptual apparatus that supports the methodology.
- Stages, steps or links that make up the methodology as a process. Concatenation and ordering of the same.
- Procedures that correspond to each stage or link. Sequence, specific interrelation between said procedures that allows the achievement of the proposed objectives.
- Total or partial graphic representation whenever possible.

- Evaluation. Actions that allow checking if the methodology guarantees the achievement of the proposed objectives.
- Recommendations for its instrumentation. The methodology must be accompanied by the guidelines that allow its application in different contexts and conditions.

METHODS

For the development of the research, instruments were applied where limitations are evident in the use of the components of the teaching and learning process when planning Physical Education activities, which causes errors in the methodology for the direction of the classes in Practice Investigative Labor of Physical Culture students, as well as, there is a lack of articulation between the components of the professional formation process of Physical Culture students, seen in the use of methodologies or ways that do not sufficiently lead the development of professional skills.

The following materials and methods were used in the investigation: historical-logical to analyze the historical evolution of the studies on the investigative Labor Practice of the Physical Culture student; analytical-synthetic, allows the systematization, generalization and specification of the processed information; inductive-deductive, make inferences and generalizations about the formation of university students in Physical Culture for the development of professional skills from the investigative labor formation, as well as the interpretation of the data obtained in the elaboration of the proposed methodology through which new logical conclusions are drawn.

Scientific observation was also applied, in the search for direct intentional information on the development of professional skills in students in formation, during the activities carried out in various components of the formation process (curricular and extensionist). It is used at the beginning of the investigation and in the applications that allow to analyze the functionality of the methodology.

RESULTS

The research responds to the problems bank of Investigative Labor Practice and with it is intended to solve one of the problems such as the development of professional skills in third-year students in Physical Culture.

The Investigative Labor Practice in Physical Culture

The Investigative Labor Practice in the Degree in Physical Culture is made up of the three Investigative Labor Practices:

- PLI I, Physical Education and Recreation.
- PLI II, Physical Education and Sports for All.
- The PLI III, Sport, Therapeutic Physical Culture and Recreation.

In correspondence to this, a methodological strategy is drawn up with its stages, which respond to the objectives and contents for the development of professional skills in the context of Physical Culture. These, from a communicative process of interaction between all its actors, guarantee mutual cooperation to face difficulties, from the individual effort together with the group to make creative decisions aimed at the professional and personal self-improvement of the Physical Culture student.

Methodology to develop professional pedagogical skills in third-year students in the Physical Culture career in Guantánamo

A methodology is presented so that, from the Investigative Labor Practice I, the 3rd year student of the Physical Culture career can perform organizational, communication and management skills efficiently.

In the methodology there are several stages, existing ordering and concatenation between them, the systemic and dynamic nature of the stages is taken into account, each one has an objective and specific actions, with a sequence of elements conformed on theoretical-methodological bases and its didactic procedures that highlight the conditions for the development of the process.

Phases for the elaboration of the methodological strategy for the development of professional skills in students of Physical Culture.

- 1- Diagnosis
- 2- Elaboration
- 3- Execution

4- Control and evaluation.

These phases configure an open and progressive work process, which means that each one will be gradually enriched in the same way that contributions are achieved. In each of them the maximum participation should be sought.

1. Diagnosis

It constitutes the preliminary phase in the elaboration of the methodology. Here it must be revealed what are the problems and training needs of professors and students, as well as the human and material potential that is available. It is the starting point for the prioritization of the needs derived from the evaluation carried out and to give an order of priority to the actions to be developed, that is, to know reality and assume it as a whole, this being an important principle to take into account.

Objective: to diagnose the formation needs of professors on the implementation of the methodology to develop professional pedagogical skills, as well as the educational reality of the students.

Elements to take into account for the diagnosis:

Characterization of the year

Mastery of the knowledge system related to

- The Physical Education and PLI programs in Primary education.
- Planning of Physical Education classes, warm-up and recovery, derivation and planning of objectives, mastery of the pedagogical skills acquired in relation to the explanation, demonstration, group control and the use of games.

Actions:

- Specify the objective and the content of the diagnosis from the simplest and most common problems that students face in their preparation.
- Preparation and application of instruments to check the level of knowledge of students and professors about the development of professional pedagogical skills.
- Determination of the specific deficiencies for the formation of tutors in the development of professional pedagogical skills in students.
- Determination of the main difficulties and potentialities.
- Provide the teaching staff and resources available.

The methodological guidelines to have:

- The diagnosis must be carried out in a systematic way, but it is of indispensable application at the beginning of each level of development established in the subsystems of the model.

- The team of professors that make up the discipline (FLI), will work together with the professors of the subjects of the exercise of the profession and thus, verify the level of knowledge of the students with respect to documents that regulate and regulate the methodological work of the discipline and academic year, the interests and motivations towards the study of the career.

- For diagnosis, the application of instruments is essential. Thus:

An adequate selection and conformation of these instruments accessible to students and suitable for the intended purpose for them during their application is necessary.

Its proper selection and application promote the veracity of the information; as well as the quality of the proposed solution to the difficulties detected.

Bear in mind that the diagnosis is not an exclusive element of the beginning of the proposed methodology: it is continuous, dynamic, systemic and participatory.

Recommendations:

It is convenient that the results of class controls, discipline, inspection of the preparation of subjects and the meetings of the discipline group of the 3rd academic year be used as instruments.

These insufficiencies make it clear that the Physical Culture student to direct the educational processes that he will face, first of all, must teach parts of a class and gradually integrate those parts.

2. Elaboration

At this stage it is taken into account: What do you want to do? That is, the nature of the strategy, the origin of the idea and the need that originates it, includes the diagnostic data.

Goals:

- Prepare activities for the development of professional pedagogical skills of students of the Physical Culture career in Guantánamo.

- Guarantee the monitoring and control of students in the formation and development of professional pedagogical skills from the first year of the degree.

In this phase, two fundamental parts will be taken into account:

a) Organization: establishes a structure that contributes to the viability of the strategy, requires the formation of teams whose main task is to:

- Prepare, organize, develop and evaluate activities
- Train tutor professors
- Give workshops to students.

b) Planning: here it is necessary to take into account the detected antecedents, the objectives constitute the central point of reference.

The action system will specify the specific actions to be taken:

a) Preparation of the file per student:

- Signature of the collective agreement: related to the PLI in the year (it will be signed by the head of the year group, the president of the FEU, professor guides)
- Sign the student commitment related to acting in the PLI. (it's individual). Here the professional performance of each student in practice, achievements and difficulties by type of practice should be shown.

b) Learning assessment:

- With the work system the student must feel controlled and evaluated from the 1st year of the career and that will be specified in the PLI that saw the discipline.
- The evaluations will be systematic and the final evaluation ends with integrative work where professional and communication skills will be revealed.
- An evaluation system is designed where the student will be constantly evaluated in his / her practice area by the advisors, tutors and sometimes with classmates.
- Generalize the model for the evaluation and control of students.

c) Links between the faculty and employers:

- Guarantee the work agreements with the different base labor entities.
- Provide methodological activities to tutor professors in the areas.
- Guarantee that the final evaluations or the course work and integrators are carried out in the centers where the PLI was carried out and that the tutors are part of the tribunal.

Methodological guidelines to take into account.

- The planning must take into account the biological, psychopedagogical and developmental characteristics of the students, as well as their motives and interests, so that they are the center of preparation and actively involved.
- In this process, it is necessary to stimulate cognitive independence from a self-taught work on the part of each student.

Recommendations:

It insists on the analysis of the topics taught in the different subjects that directly contribute to the development of professional pedagogical skills.

The planning stage from a systemic approach, commits to a deep analysis of the actions in the methodology to carry out the design of tasks that rigorously guarantee the development of professional pedagogical skills.

3. Execution

At this stage, an important element is the systematic nature of its execution, since the results depend on this, so it is necessary to comply with the work schedule that must have been prepared with objectivity and the broadest real participation that commits all those involved. with its execution.

Objective: to specify the methodological material to guide professors in the implementation of the methodology, its execution, monitoring and partial evaluation of the process of development of professional pedagogical skills.

Actions:

1. Give counseling workshops to students
2. Give formation workshops to tutor professors
3. Coordinate over the years and with the subjects of the exercise of the profession on the planning, orientation and development of the (CPDI)
4. Advise students in the planning and development of the (CPDI)
5. Discuss in groups the results of the activities carried out

Methodological guidelines to take into account.

- Stimulate students' confidence in their own potential, based on their interests and motives.

- Proper guidance contributes to creative preparation, in addition; avoid the tendency towards superficial execution. Another important element is the fact that students are consciously informed of the logic of the activity they carry out.

Recommendations:

For students to be able to carry out these actions successfully, it is important that before their execution the professor guides them through the study of the essential contents related to the object of study of their subject, in addition, that they analyze the methodological guidelines that appear in the program to each period.

During the assessment and analysis of the results obtained, the professor can use the mistakes made by the students as a source of new learning, transforming the occasion into a situation of reflection and collective learning.

4. Control and evaluation

Objective: to control and evaluate the behavior of the actions planned and applied during the process for the development of professional pedagogical skills of the students, based on implementation and results.

This is the last phase of the basic structure of the procedure, it is an integrative and continuous process that when comparing the results with the goals and with the objectives, produces qualitative and quantitative evaluations, measures the results in relation to the objectives. Here the comparison of what has been done with what was wanted is made, with this it is possible to assess the efficiency of the steps taken and make the necessary adjustments in the execution of the different planned actions.

The evaluation provides the indicators and instruments to measure and analyze the results achieved, the achievements, deficiencies that arise and approach to the desired state are defined, it is designed to regulate the entire research process, it has been in continuous improvement, it is performed on a frequent, partial and final basis, the results of the adequate interaction of all its components are taken into account, for which the criteria issued by the different methodological work structures will be considered, such as the year group, discipline and career.

In this phase, it is not evaluated at a specific moment, but throughout the entire process of investigative work practice. In more concrete terms, it is evaluated for:

- Control and evaluation of the process from its conception.
- Guarantee that all efforts promote the development of the skills expressed in the objectives.
- Collect and contrast the information that helps to make corrections, make decisions and readjust the preparation.
- Review the tasks of the group and of each individual student
- Determine the level of development of professional pedagogical skills of each student with greater precision.
- Detect which student is needing more specific attention.

Methodological guidelines to take into account

- Define the objective and content of the evaluation.
- Assess whether the objectives in the development of professional pedagogical skills have been achieved, what are the successes, failures, shortcomings and deficiencies.
- Determine the degree of efficiency of the results, by comparing the initial and final situation in relation to the development of professional pedagogical skills in students of 3rd year of Physical Culture.

Recommendations:

Implement the indicators for the evaluation of the development of professional pedagogical skills in students of 3rd year of Physical Culture.

Evaluate the theoretical-practical preparation process in 3rd year Physical Culture students.

Given the characteristics of the proposed activities, technical advice and cooperative work with grassroots labor entities are necessary, especially with local schools and sports teams.

DISCUSSION

The synthesized analysis of the Investigative Labor Practice, according to the “E” study plan, allows us to propose that its integrating nature is maintained through the academic, labor, investigative and extension components.

As something new, the extension component is added in the formation of the Physical Culture professional. The main integrating discipline Investigative Labor

Practice arises as a result of the fusion of the four (4) main integrating disciplines (Physical Education, Physical Recreation, Sports and Therapeutic Physical Culture).

It is plausible to point out that the study plan declares that the student must direct the educational teaching process in the four spheres of performance of the Physical Culture professional, independently and creatively; but he still does not delve into other professional pedagogical skills such as explanation and demonstration, which would complete an adequate professional pedagogical performance.

In the subjects, the formation of the student is specified, based on methods that favor the practical application of the contents learned in the solution of professional problems, however, an adequate integration of the academic, labor, research and extension components is not observed. Furthermore, it is not clear how the practitioner should act when rotating through the different types of practices.

It is considered that, although the Physical Culture student from the first year of the degree develops the Practical Internal Teaching Classes (CPDI) through actions similar to their future profession and begins to form professional pedagogical skills, it is necessary to define behavior and development of professional pedagogical skills for each work practice.

The process lacks a greater integrating approach to the contents of these subjects and the subjects that make up the (DPI) (FLI), as in the work of the professor, which allows students to find their fundamental links and relationships, which would make it possible the development of a more general knowledge.

There is little link between the content taught and the phenomena and events that occur in daily practice. Such trends show that the existing relationships between the didactic potentialities of the contents of the subjects of the exercise of the profession, and the subjects that make up the (DPI) (FLI) are not sufficiently exploited, in a way that allows their integration into the teaching learning process.

For its achievement, there must be a strategy from the disciplines, years and subjects and articulate the entire teaching-learning process, and ensure that the student plays an active role when diagnosing his classmates, planning a warm-up,

a game and teaching it and at the same time evaluate and be evaluated critically and self-critically. In addition, you can discuss the characteristics of the teaching activities observed to experience professors.

For the elaboration of the methodology, some notes and investigative works by various authors were consulted, who have made important contributions on the conception of a methodology and the determination of its structure, in which well-directed stages and actions are taken into account to achieve the end. proposed, although in this particular case it is assumed what de Armas (2003) posed that they are the ones that best fit this research.

The historical antecedents and theoretical references that support the development of professional pedagogical skills and Investigative Labor Practice in Physical Culture students were determined. The initial diagnosis corroborated that the third-year Physical Culture students showed limitations in the development of professional skills in Research Work Practice I, Physical Education-Recreation in the context of primary education. A methodology was developed as a tool to fulfill the objective of this research.

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