

Methodology for establishing interdisciplinary relationships in the academic year in the Physical Culture career

Metodología de establecimiento de las relaciones interdisciplinarias en el año académico en la carrera Cultura Física

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ABSTRACT

This article aims to develop a methodology to contribute to the establishment of interdisciplinary relationships in the academic year in the Physical Culture career. For the systematization of the theoretical-methodological references that support the research from the philosophical, psychological, pedagogical and didactic point of view, as well as the diagnosis of the current state of the establishment of interdisciplinary relationships in the first academic year of the career Physical Culture methods and techniques were used such as analysis-synthesis, induction-deduction, systemic-structural-functional, modeling, documentary analysis, observation, survey, interview, the results of which facilitated the development of the proposed methodology.

Keywords: Establishment methodology; Interdisciplinary relations, Physical culture career; Academic year

RESUMEN

El presente artículo tiene como objetivo elaborar una metodología para contribuir al establecimiento de las relaciones interdisciplinarias en el año académico en la carrera Cultura Física. Para la sistematización de los referentes teórico-metodológicos que desde el punto de vista filosófico, psicológico, pedagógico y didáctico sustentan la investigación, así como, la realización del diagnóstico del estado actual del establecimiento de las relaciones interdisciplinarias en el primer

año académico de la carrera Cultura Física se utilizaron métodos y técnicas tales como análisis-síntesis, inducción-deducción, sistémico-estructural-funcional, modelación, análisis documental, observación, encuesta, entrevista cuyos resultados facilitaron la elaboración de la metodología que se propone.

Palabras clave: Metodología de establecimiento; Relaciones interdisciplinarias, Carrera cultura física; Año académico

INTRODUCTION

The proper understanding of the establishment of interdisciplinary relationships in the methodological work of the academic year of the Physical Culture career, is based on the different contributions of researchers, which constitute theoretical references to support it from science.

In Cuba there are experiences regarding the establishment of interdisciplinary relationships, whose purpose is to raise the quality of the teaching and learning process, based on the improvement of the methodological work of each educational institution, a necessary didactic condition to ensure the links between the different sciences and, to in turn, on the quality of the curriculum.

From this point of view, the didactics of Higher Education is projected in order to conceive changes in the study plans; as well as the very requirement imposed by contemporaneity in terms of the scientific-technological development of society, and the need to train professionals with greater preparation as a result of this teaching. All this is possible if different relationships are guaranteed, and more specifically, the interdisciplinary ones in the methodological work of the academic year of the Physical Culture career, which allows to ensure such purposes.

To achieve such goals, it is necessary to specify some terms such as: establishment, relationships, interdisciplinary relationships, interdisciplinarity, methodological work and academic year, so that they are contextualized in the Physical Culture career.

In correspondence with the aforementioned, it is based on the meaning of the word establishment that according to the Oxford Languages Dictionary is the effect of establishing or establishing itself. This term is used to denote an action or purpose, it allows to obtain a reflection of the object of study, by revealing its degree of

compliance as an integral part of said process, as well as to express its characteristics.

The term relationship is very useful in this endeavor, which according to the dictionary of the Royal Spanish Academy (RAE) is the correspondence or connection between two or more things. They are synonyms, the terms: correlation, correspondence, nexus, link, concomitance, concordance, which are as indicated for this thesis and the fulfillment of the proposed objectives.

From that perspective, (Babansky, 1982) specifies the types of structural relationships that are established in the teaching and learning process. Specific to management relationships as the main ones, which allow the functioning of the system, that is, they are system-forming that are characteristics of the process and a variety of functional or developmental relationships.

It is a criterion of view (Alvarez, 1999), that these relationships can be specified between the disciplines, for which it refers that:

“Interdisciplinary relationships encompass not only the links that can be established between the knowledge systems of one subject and another, but also those links that can be created between the way of acting, ways of thinking, qualities, values and points of view that enhance the different subjects. (p.78)

Secondly, (Salazar, 2004) notes that to establish these relationships must exist:

“A willingness to cooperate between specialists in each particular discipline, which reinforces the role of the communication and of the relationships and intergroup in determining a system of knowledge, values, beginning necessary for the projection of the activities”. (p.67)

From that point of view and following the analysis of the different authors who venture into this topic, what is stated by (Fiallo, 2004), when conceiving:

“Interdisciplinary relationships as a didactic condition that allows the principle of systematicity in teaching to be fulfilled and to ensure the consistent reflection of the objective relationships in force in nature, in society and in thought, through the content of the disciplines that make up the study plan. (p.56)

Regarding the term interdisciplinarity, it is defined by (Addine, 2004), what:

"Interdisciplinarity: it is an approach that enables the significant process of enriching the curriculum and the learning of the participants, which is achieved as a result of recognizing and developing the existing relationships between the different disciplines of the didactic system and that converge towards exchanges that favor a mutual enrichment from encounters that generate the reconstruction of scientific knowledge". (p.23)

In this sense, the methodological work plays a fundamental role in the establishment of interdisciplinary relationships, which is defined by (Mingui, 2006) what:

"A form of organization of the initial training process of the Education professional, which systematically addresses the links of Didactics and the directive elements of the teaching-learning process, to optimize the process and achieve the objectives through the treatment of interdisciplinary relations, norms of relations with the world and its implications in the educational strategy, where the development of an interdisciplinary mode of action is propitiated". (p.25).

To favor the establishment of interdisciplinary relationships in the methodological work, specifically in the Physical Culture career, it is necessary to start from the academic year, which, according to several researchers, constitutes the fundamental link in the training of professionals. In this regard, it agrees with what was stated by (Diaz, 1998), who considers that this *"... is the fundamental cell of the methodological work"*. (p.5)

Nowadays, there are limitations in teachers that make it difficult to establish interdisciplinary relationships in the first academic year in the Physical Culture career at Guantánamo University, so that it is necessary to propose a methodology that allows, from methodological work, to develop knowledge. interdisciplinary theoretical-methodological and interdisciplinary professional qualities that contribute to the solution of the problem under study.

METHODS

The investigative process was divided into stages that facilitated the fulfillment of the stated objectives. In a first stage, from the study of various bibliographic sources, the theoretical elements related to the establishment of interdisciplinary relationships in the specific conditions of the Physical Culture career were determined, as well as the possibilities offered by the first academic year of this career. for your establishment.

Different classes were observed in the different subjects that make up the first academic year, which allowed verifying the scientific-methodological preparation of the professors for the establishment of interdisciplinary relationships in the Physical Culture career at Guantánamo University.

A survey was applied to the first-year students that allowed to determine their knowledge about the establishment of interdisciplinary relationships as a reflection of what they learned in the classes.

An analysis of the product of the activity was carried out by reviewing the written and oral verifications of the students, sampling of notebooks and lesson plans of the teachers, to obtain information in relation to the establishment of interdisciplinary relationships.

The professors, the heads of discipline and of the academic year were interviewed, which allowed knowing their level of knowledge, as well as their criteria in relation to the establishment of interdisciplinary relationships and their implementation in the Physical Culture career at Guantánamo University.

After the instruments were applied, the second stage was passed in which all the information collected was processed, the insufficiencies that originated the research problem were determined, the elements that the structure of the proposal must contain and the elaboration of the methodology for the establishment of interdisciplinary relationships in the Physical Culture career at Guantánamo University.

After the methodology was elaborated, a partial application was carried out in which new instruments were applied with the objective of obtaining new elements that allow improving the proposal. For this purpose, a participant observation was

carried out on professors that helped to determine concordances and disagreements of criteria on the methodology developed for the establishment of interdisciplinary relationships in the first academic year of the Physical Culture career at Guantánamo University.

In addition, an in-depth interview was applied to the professors to corroborate the evolution in the establishment of interdisciplinary relationships in the first academic year of the Physical Culture career at Guantánamo University with the partial application of the methodology.

Finally, a workshop was held with the participation of professors with vast experience in the practice of the profession, which facilitated the socialization of the methodology and the collection of reliable information to enrich the proposal.

After this stage was completed, the information obtained was processed and changes were made to the proposal based on the suggestions obtained with the applied instruments that allowed improving the methodology developed for the establishment of interdisciplinary relationships in the first academic year of the Physical Culture career in the University of Guantánamo.

RESULTS

The proposed methodology goes through four stages with its set of actions and activities aimed at establishing interdisciplinary relationships in the first academic year of the Physical Culture career at Guantánamo University, which are described below.

Description of the stages of the methodology for establishing interdisciplinary relationships in the first academic year of the Physical Culture career at Guantánamo University

The first stage or coordination and awareness for an interdisciplinary projection. At this stage, a prior reflective analysis must be made with the different human resources that are going to intervene in the materialization of the proposal.

Its objective is to sensitize first-year professors based on reflective and cooperative thinking for the establishment of interdisciplinary relationships in the first academic year of the Physical Culture career at Guantánamo University.

The second stage or diagnosis and characterization for a cooperative joint. At this stage, a diagnosis must be made to determine or know the real state of the teachers' learning needs, the materials that are available and that will intervene in this process of establishing interdisciplinary relationships.

The objective of this stage is to diagnose the learning needs of teachers about the establishment of interdisciplinary relationships to achieve their inclusive management in the first academic year of the career.

The third stage or planning and implementation from an interdisciplinary convergent attitude. In this stage, it will be carried out in the following way: actions and activities that are developed are also conceived, within them, the methodological workshops will be used to favor a cooperative exchange and reflective thinking among teachers that promotes and prevails in these an interdisciplinary convergent attitude. All this while maintaining an interdisciplinary didactic management that in turn will promote group work in teams, which contributes to consolidating the mastery of interdisciplinary theoretical-methodological knowledge and interdisciplinary professional qualities for the establishment of interdisciplinary relationships in the first academic year. in the Physical Culture career at Guantánamo University.

The fourth stage or evaluation of the impacts and intentional interdisciplinary correction. At this stage, the individual results must be compared and generated from the impact of the proposed methodology for the establishment of interdisciplinary relationships, which was carried out in the first academic year of the Physical Culture career at Guantánamo University, as well as processing the qualitative and quantitative aspects that facilitate feedback on the establishment of interdisciplinary relationships during the methodological work carried out, its correction and project new actions.

DISCUSSION

The methodology that is proposed has as a novel element the incorporation of several concepts, definitions and didactic categories to the study of the genesis, evolution, current situation and contextualized perspective of the establishment of interdisciplinary relationships in order to favor all of this from a didactic model

containing new subsystems and components of which the conception of the interdisciplinary corrective method is revealed, its argumentation, supported by procedures and didactic resources, elaborated for the achievement of that end in the academic year, which respond to the particularities and demands of the career professional of Physical Culture.

It coincides with (Babansky, 1982) when considering the functional relationship as a form of stable interrelation, in which changes in some phenomena cause certain changes in others.

The definition of interdisciplinary relationships provided by Alvarez (1999) is of great interest for this research, as it refers, that these relationships must be achieved between instruction and education as referents of great importance in the training of professionals, not only must knowledge be reinforced, it is also necessary to ensure that its output in the different forms of professional performance according to the spheres of the Physical Culture career.

For its part, Salazar (2004) it expresses the need for the teacher to show willingness for cooperation and mutual help, as factors of vital importance and as a prelude to this process of establishing interdisciplinary relationships in methodological work. With such criteria is agreed, given the interests of this research.

The definition of Fiallo (2004) for the purposes and nature of this research, by revealing the didactic nature of interdisciplinary relationships, in order to guarantee the preparation of teachers for the establishment of interdisciplinary relationships in the methodological work of the academic year of the Physical Culture career. This condition is of great significance in the structuring of the proposal that is exposed in this research in order to contribute to the coherent articulation between all the categories, laws, principles and components of didactics.

Taking into account the criteria of Addine (2004) when he states that interdisciplinarity is a way to create motives and interests towards learning and a possibility of linking them with life. For this reason, interdisciplinarity is approached in different ways and has been understood as: understood as a principle; work

method; how to organize an activity; methodological invariant and among others, depending on the position or context from which it is analyzed.

What is addressed by the author Mingui (2006) is significant, and the role played by methodological work is assumed as the genesis of the establishment of interdisciplinary relationships and the acquisition of an interdisciplinary way of thinking and acting in students. Similarly, by the level of applicability.

In the definition of academic year offered by Diaz (1998) it is connoted that at this organizational level the model of the professional is taken into account, the objectives of the year and the development of skills is encouraged, thus guaranteeing the fulfillment of the objectives for years.

As a way of conclusion, it can be highlighted that the proposed methodology constitutes a way to contribute to the establishment of interdisciplinary relationships, which, as a result of the integration between its subsystems, becomes the interdisciplinary corrective method in order to verify and correct the methodological procedure of the professors of the first academic year in the Physical Culture career at Guantánamo University.

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