

Una mirada a la formación de profesionales de la Cultura Física desde el enfoque sociocultural-profesional

A look to the Physical Culture professionals formation from the sociocultural-professional approach

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RESUMEN

El enfoque sociocultural-profesional en la formación de profesionales de la Cultura Física, busca dotar a los futuros profesores de herramientas y recursos didácticos para la apropiación de saberes, y para la conducción del proceso de enseñanza-aprendizaje, garantizando un mayor alcance pedagógico. En tal sentido, se toman como referentes, importantes aspectos relacionados con la evolución histórica y las concepciones teórico-metodológicas sobre el enfoque sociocultural-profesional. Como objetivo del trabajo se explicita un procedimiento para instrumentar el enfoque sociocultural-profesional en la formación de profesores, una guía para orientar conceptual y metodológicamente al profesor, y así mejorar la calidad de los servicios formativos.

Palabras clave: Enfoque Sociocultural; Enfoque profesional; Enfoque sociocultural-profesional; Procedimiento; Profesionales de la Cultura Física

ABSTRACT

The sociocultural-professional approach in the training of professionals of Physical Culture, seeks to equip future teachers with tools and didactic resources for the appropriation of knowledge, and for the conduct of the teaching-learning process,

guaranteeing a greater pedagogical scope. In this regard, important aspects related to historical evolution and theoretical-methodological conceptions of the sociocultural-professional approach are taken as references. The objective of the work is to explain a procedure to implement the sociocultural-professional approach in teacher training, a guide to guide the teacher conceptually and methodologically, and thus improve the quality of training services.

Key words: Sociocultural approach; Professional approach; Sociocultural-professional approach; Procedure; Physical Culture professionals

INTRODUCTION

In Cuba, teacher training has been a permanent task with the purpose of developing a comprehensive general culture in initial training, so that they are able to successfully solve the problems they face in their future profession.

The experience of these years, especially since the last transformations, together with the needs and demands that society has set in the new historical conditions, lead to a new refinement of the initial formation process.

The purpose of this training is to develop a teaching-learning process that prepares the future teacher or the teacher in training to solve the professional problems present in their work object.

To achieve these goals it is necessary to raise the scientific level of the students, and consolidate the pedagogical, didactic and psychological knowledge that facilitates and ensures the transformation of the teaching-learning process, from a new perspective on the way of learning and teach.

In this regard, González, R. & Mitjáns, A. (1989), state that *"... the characteristics of the plans and programs (...) and, (...) the form of their delivery, will contribute or not to develop interests and capacities (...) It has been shown (...) that sometimes students create rejection of certain subjects, not because of their content, but because of the way they are taught. "*

The foregoing demonstrates the need for an approach that allows contextualizing the content of teaching, so as to ensure the understanding and explanation of objects, events, phenomena and processes and their usefulness in everyday life, and thus eliminate rejection of the future teachers to consider some of them arid

and abstract. That is why the objective of this work is directed to the proposal of a procedure that allows to implement the sociocultural-professional approach in teacher training.

DEVELOPMENT

The sociocultural term, from the educational point of view, has been recognized as a focus in the teaching-learning process of some subjects and careers of different universities in the country (Gil, 1996, Valdés, R. & Valdés, P. 1999, Rodríguez, M., Moltó, E. & Bermúdez, R. 1999, Vázquez, C. 2003, Vázquez, J., Zubero Ma. D. & R., Fernández 2005, Fundora, J. 2007, and Torres Rivera, R. 2008).

This approach has its antecedents in the researches carried out by Valdés Valdés, R. & Valdés, P. (1999), together with other researchers, who have developed a didactic conception where the content of a nucleus of fundamental didactic ideas can be specified. Science teaching:

1. Print a sociocultural approach to the teaching of science.
2. Consider, in the teaching-learning process, the distinctive features of contemporary scientific research activity.
3. Take into account the characteristics of human psychic activity in the teaching-learning process of science.

In the authors' opinion cited above, the first idea assumes that teachers organize the teaching-learning process and act on it, taking into account the objective relationship among culture, education and science. It means revealing, in the teaching-learning process, the social nature of the teaching content, explaining its practical usefulness.

Likewise, the second idea is aimed at the organization of the teaching-learning process in the formulation and solution of problems that future teachers will solve, by developing investigative skills such as: elaboration of hypotheses (search, processing and exposition of information in different sources of information), preparation and presentation of reports.

Similarly, the third idea involves the construction of systems of teaching tasks, which propitiate the work of future teachers, so that from the class itself and with an adequate degree of motivation, the student enhances creativity, which is

achieved in the teaching activity itself, in the course of solving the tasks assigned to it.

However, it is the authors of this paper's opinion that explaining the practical and / or social use of the teaching content does not guarantee the quality of learning in the teacher training process, it is necessary to professionalize the fulfillment of the learning tasks that guarantee assuming a professional performance mode. That is why the sociocultural approach is closely related to the professional approach.

Related to the professional approach, the authors have systematized the criteria of authors such as Addine, F. (1997); Perera, L.F. (2000); Jiménez, L. (2007) and Torres Rivera, R. (2008). When considering the criteria of these authors, a professional approach is defined, from the perspective of this research, as *"the conduction of the teaching-learning process in such a way that, intentionally, students are encouraged to acquire the professional action modes corresponding to their performance in order to fulfill their tasks and professional functions with quality"*.

In the authors' opinion, the internalization of such an approach can be achieved through the modeling of teaching and learning situations, where future teachers are consciously involved in the domain of knowledge, the use of novel advances in the didactics of science.

Being consistent with the above, the authors assume the criterion that the sociocultural approach to the content of teaching is implicit in its essence, the need for professional approach, which is not always encouraged, and can not be at the mercy of spontaneity. It is for this reason that the criterion of considering the sociocultural and the professional approach as two didactically linked aspects is assumed (Torres Rivera, R. 2008).

From this perspective, in the teaching-learning process, we seek to contextualize the teaching content, explaining the practical use of them, so that future teachers learn to learn these contents from this perspective and learn to teach them, which articulates the two dimensions of the approach. That is, the sociocultural and the professional.

Being consistent with the above, it is interesting to define the sociocultural-professional approach provided by Torres Rivera, R. (2008), by expressing what is understood as *"... the direction of the teaching-learning process, which enhances the characteristics of the sociocultural approach of teaching to be taught, intentionally, that contributes to achieve the specific modes of action of the teacher ... "*.

For the authors' consideration, the sociocultural-professional approach must enhance, from the teaching content itself, its scientific significance, why and for what it is taught, reflecting its future projection, level of impact on practice, potential, new ideas and points of view for its teaching, the contributions that science and technology to its development, which contributes, without a doubt, to a way of professional performance.

Thus, it is unavoidable to refer that the sociocultural-professional approach constitutes an alternative, which distances itself from encyclopedic teaching, with little relevance and social impact and places the future teacher in the center, allowing them to contextualize the teaching contents, in correspondence with the approaches that underlie their teaching-learning. At the same time, it provides the necessary tools for the appropriation of knowledge in relation to existing ones, and with this, it enables students to acquire the modes of action of the education professional.

From the perspectives of this research, it assumes what was raised by Addine, F. (1997), by stating that contextualization is *"... a logical process of professional development that allows to locate in the concrete situations of relevance and present contents in the subject ..."*

Taking into account the above, the authors assume that the practical aspects aimed at achieving contextualization, can be expressed through the following ideas:

- ☐ Focus on the objectives from the point of view, that for the future teacher, have the problems and social results related to the scientific development and its technological applications, in the context where it develops.

- Structure the content of teaching, expanding the program of the subject with problems related to the scientific development of social significance.
- Use methods, means and forms of organization, which facilitate the interpretation, understanding, explanation, evaluation and argumentation of proposals by the teacher in training, while showing qualities of responsibility, teamwork, creativity, communication skills and the conflict resolution.
- Evaluate the activities emphasizing the modes of action, throughout the entire process.

In this way three premises are presented that are revealed as scientific deductions, which enable the teacher to properly guide the teaching-learning process from a socio-cultural-professional perspective:

- 1- At the beginning of each class and depending on the potentialities of the content and the diagnosis of the group, a problematic situation will be presented that highlights the importance of the subject matter of study, its practical application and social impact, enabling the development of the creative and investigative capacity of the teacher in formation, and with it the thinking and acting logic of the professional future.
- 2- The problem situation will rise to a set of learning tasks, based on the sociocultural-professional approach that lead the teaching-learning process, towards the treatment of the new subject and the fulfillment of the objective of the class, when using the teaching-learning method of science by directed research.
- 3- The tasks of learning with sociocultural-professional focus oriented to the development of the class, must be able to contextualize the content of teaching with its technological and social impact. To do this, the questions or problems can be used, which motivates systematizing what has been learned and creating the need for the search for new knowledge.

In this sense, a procedure is proposed for the instrumentation of the sociocultural-professional approach in teacher training, focused on three moments with very concrete actions in the system:

First moment. Diagnosis and planning

Actions:

1. *Mastery of the theoretical and methodological apparatus of the sociocultural-professional approach.*

The teacher's domain in the principles, theories, methodological requirements and categories that structure the sociocultural-professional approach is diagnosed, which will serve for self-preparation and transfer to the didactic act.

2. Identification of the educational potential of the teaching content according to the sociocultural-professional approach.

The content as a didactic category, has a set of educational potentialities that are not always revealed by the teacher, and that require the theoretical domain of the components that structure it. In this way, contextualizing the sociocultural-professional approach in the teaching-learning process requires identifying and revealing its social nature in the teaching content, in such a way as to explain the practical use of it, which enables it to articulate the teaching with the context where the future teacher plays.

Therefore, the educational potentialities of the content can be oriented, among other ideas, to the social meaning or practical utility of the content, the ideopolitical formation, the formation and education in values, the interdisciplinarity, the professional formation, among others.

3. Establishment of the objective-content-method relationship based on intentional sociocultural-professional approach.

From the objective of the classes, the sociocultural-professional approach must be revealed in the knowledge system and may be apprehended by the future teacher from the creativity and mastery of the teacher in the didactic act.

4. Design of the learning tasks.

In the design of the learning tasks from the sociocultural-professional perspective, the teacher should bear in mind the following suggestions:

a) They must contain those knowledge that reveal a social meaning or practical utility, as well as the indications and procedures that lead the student to an active and reflective search of the knowledge object of teaching-learning.

b) They should stimulate the operations of logical thinking, the search and use of knowledge and the stimulation of creativity.

c) They must promote the increase of the cognitive, intellectual and formative demands.

Second moment. Execution

Action:

1. Specification in the didactic act of the aspects previously discussed.

It is recommended that the teacher specifies in the didactic act the actions contained in the first moment.

2. Third moment Control and Evaluation

Action:

Apply instruments for the assessment of the levels of satisfaction of the proposal.

A characteristic feature that the evaluation should have is that it should be done using levels of help, which are evaluated and controlled on a permanent basis, but with the objective of achieving relevant learning that allows students to assess the social impact of the contents of education, and to train in them the appropriate modes of professional action.

It is also collectively and individually evaluated.

It is appropriate to consider the evaluation and self-evaluation procedures. In the first, the students evaluate the performance of their peers, and in the second, the student is evaluated himself with rigor and seriousness. It is feasible that the future teachers not only evaluate the processes and tasks solutions, but also they can evaluate their own cognitive processes, and the affective implication they have had when facing the learning situation in question.

The evaluation of the procedure was developed during the 2017-2018 academic year.

The main results achieved are evidenced in the:

Acceptance for the proposal by stating that it has gained in the dynamics of the teaching-learning process.

Consideration that has raised the levels of motivation, which favors the development of independence and the role of students.

Better teacher preparation by incorporating the necessary actions to strengthen the sociocultural-professional approach in the classes, in terms of the training of the professional education required by current Cuban society.

CONCLUSIONS

The sociocultural-professional approach is not only a theoretical, academic issue, but above all a practice, a way of thinking and proceeding to know and solve any problem of reality where the student is developed.

It means a change of position of the problems of knowledge and the substitution of an atomized vision for a contextualized one of the teacher's professional knowledge, which consists of nothing other than knowing how to teach. The procedure used and the constitutive actions of the same energize the teaching-learning process, enhances the motivation and the protagonism of the students, aspects that contribute to the formation of the professional education required by the current Cuban society.

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