

Types of Physical Culture practice classes Los tipos de clases práctica de Cultura Física.

Georgina Ruiz-Rousseaux ¹, Concepción Uberlinda Naranjo-Caboverde ²,
Víctor Torres-Sánchez ³

¹ Ms.Sc. Auxiliary Professor. Guantánamo University. Cuba. rousseau@cug.co.cu

² Dr.Sc. Titular Professor. Guantánamo University. Cuba. concepción@cug.co.cu

³ Sp. Auxiliary Professor. Guantánamo University. Cuba. victorts@cug.co.cu

Date of reception: november 19, 2021

Date of acceptance: december 12, 2021

ABSTRACT

The objective of this research is to design a system of practical Physical Culture classes as a tool to facilitate the work of teachers in order to contribute to the development of professional skills in students, to favors their training as professionals capable of solving the most difficult problems general and frequent of the base link. Research methods were used such as: bibliographic review, observation, interview and systemic-structural-functional, to determine the limitations that hinder the efficient application of the system of practical classes

Keywords: Practical classes; Physical Culture; Professional skills; Teach to teach.

RESUMEN

La investigación tiene como objetivo diseñar un sistema de clases prácticas de Cultura Física como herramienta para facilitar el trabajo de los docentes en aras de coadyuvar al desarrollo de habilidades profesionales en los estudiantes, para favorecer su formación como profesionales capaces de resolver problemas generales y frecuentes del eslabón de base. Se utilizaron métodos de investigación tales como: revisión bibliográfica, observación, entrevista y sistémico-estructural-funcional, para determinar las limitaciones que dificultan la aplicación con eficiencia del sistema de clases prácticas.

Palabras clave: Clases prácticas; Cultura física; Habilidades profesionales; Enseñar a enseñar

INTRODUCTION

At present, higher education is called to transform the modes of action of professionals in correspondence with the changes that arise in the international sphere, hence, it is aimed at guaranteeing a consistent training that allows them to solve the problems that arise. present in different spheres of action.

The Physical Culture career has gone through different study plans that go from Plan "A" to Plan "E", each one with its own specificities of the moment that it has had to be implemented. Reference is made in a synthesized way to the essence of Plan "E", currently in force, as stated in the historical review of this year (2016) of the Ministry of Higher Education (pp.3-10).

In the Study Plan "E", the training of professionals is continuous, refocusing on the solution of the general and frequent problems of the profession at the base level.

In order to comply with the professional problems of the spheres of action of the graduates of Physical Culture, it is emphasized that in general the following must be fulfilled as an objective, among others:

"Direct pedagogical process and apply ways and procedures for the direction of the teaching-learning process of the different spheres of action with a developer approach, particularly for planning, development and evaluation in accordance with the psycho-pedagogical diagnosis of students and the components of this process at different levels of the education subsystem associated or not with any disability". (p.10)

This is achieved in the class as it is the fundamental form of the teaching-learning process. In article 128 of Resolution number 2 of 2018 it is stated:

"The class (...) whose objective is the acquisition of knowledge, the development of skills and the formation of values (...), they are classified on the basis of the objectives to be achieved and their main types are: the conference, the practical class, the seminar, the meeting class, the laboratory practice and the workshop." (pp.28-30)

Also reviewed in article 132.

"The practical class is the type of class whose fundamental objectives are for students to execute, expand, deepen, integrate and generalize work methods characteristic of the subjects and disciplines, which allow them to develop skills to use and apply knowledge independently. (p. 30)."

Resolution 957 of 1977 states that:

"In Physical Culture to develop the classes of the exercise of the profession, different types of practical classes are used, such as: Practical training class, practical teaching class, mixed practical class and internal teaching practical class, each one of them fulfills a function determined in the training of the professional for the development of professional skills." (p.2)

López (2006) states that: *"Physical Education class is the fundamental organizational form of the physical-educational teaching-learning process, within the system of teaching, extra-curricular and extracurricular activities of a physical - sports and recreational nature that take place in the school. (P.127)."*

Álvarez (2006, p.301) points out that

"The fundamental form of organization of the teaching process in most countries is the class, since the same as an organizational form, creates the necessary conditions for the interaction between instruction and education in a single process, promoting the acquisition by students of knowledge, habits and skills and develop in them motor skills, both conditional and coordinative, as well as mobility, while promoting and strengthening positive personality traits in accordance with the values of the society in which they are educated."

Blández (2001) raises how physical education classes should be developed with secondary school students, inferring that they should be enjoyable, motivated and directed at the different muscle planes so that they can really fulfill their development function.

METHODS

A review of control reports to classes, preparation of the subjects, methodological plans of the departments and disciplines was carried out, in addition, the teaching

of different types of practical classes developed by the teachers was observed, as well as other bibliographies that refer to the physical education class and the Physical Culture class, which allowed us to delve into the state of the problem under study in the teaching group.

In the bibliographical review carried out, very little was found about the practical class of Physical Culture that is developed in the training centers of the professionals of this career in order to teach to teach.

The development of different classes was observed to know the way in which the teachers developed and applied the types of Physical Culture class, as well as to detect the limitations that both the teachers and the students had. In which it was specified that several teachers do not apply the practical classes of Physical Culture in the form of a system, as well as inaccuracies in the ways of developing the practical methodological classes and the internal teachers fundamentally, among other insufficiencies.

In order to solve the insufficiencies thrown from the analysis of the results obtained in the applied instruments, a system of practical classes of Physical Culture was elaborated to demonstrate the appropriate way to develop these activities.

Results

The System of Practical Classes is shown below and the aspects that distinguish each type of practical class in the training centers of graduates in Physical Culture are exemplified.

Mixed Practical Class: in these, the knowledge and skills acquired in the different types of practical classes are consolidated and integrated.

Proceed from the teacher. Explain and demonstrate the technique of the exercise; fix errors; clarify the doubts that the students present; attends to individual differences; it is modeling different situations of action of the teacher: location to correct errors, demonstrate, explain, use of command voices, among others; punctuates the consultation according to the needs of the students.

Student actions. Listen to the teacher's explanation; executes the activity that the teacher guides; analyzes the precisions made by the teacher, corrects errors to his

classmates and corrects himself; gives evaluative criteria about their classmates and the methodological procedures that the teacher uses in class.

Practical training class:

Fundamentally responds to the development of motor skills necessary for the acquisition of content related to technique, tactics and the development of activities aimed at mastering technique and regulation.

In this case we do not give an example because it is very similar to the mixed one with the difference that its realization is mainly specified in the increase in the repetitions of the skills and abilities that are developed in order to promote the creation of motor habit and elevation of the physical level.

Methodological Practical Class. (In the classroom). Its essence focuses on the development of professional pedagogical habits and skills. For the development of this class, an orientation guide is used that we present below.

orientation guide

Title: I work with the Physical Education Programs of the different education subsystems and the grades where Athletics is taught.

Objective: Analyze Programs and Methodological Orientations of Physical Education of different educational levels and grades so that they learn to use the teaching documentation for the planning and teaching of their classes in the basic link.

Methodological indications.

In the program: Read the methodological indications for working with it; make a summary Characterization of the subject and of the child of that grade; extract the demands presented by the objectives for the degree; look for the Athletics Unit, within it the sub units and of these the themes. In each define:

If the skill starts at the grade; if the methodological order of the program corresponds to the teaching methodology received in class; if they should receive theoretical knowledge; background skills of the themes; if new abilities, types, capacities to be developed are included; Summarize each of these aspects and prepare a presentation for which you will have 35' and 5' for your presentation (this time is given here because you are working with three teams).

During the development of this class, the students are organized in the classroom as a team, and they are given an orientation guide and a program of a grade and level.

(Distribution of work time in a class that lasts 80 minutes).5´

For the initial explanation by the teacher. 35´ For the work of the students with the guides and the bibliography. 15´ For the exhibition of the teams, (5´ each team). 15´ For the debate of the papers, (5´for each team). 5´ For the general conclusions. 5´ to guide the CPDI. (Specify the query). The distribution of work time may vary depending on the characteristics of the group in terms of enrollment, teams formed, total duration of the class, among other aspects.

Internal Teaching Practical Class: It is oriented to enable the application of the acquired knowledge of pedagogical, didactic, and methodological natures. In this the students model a class or part of it to a group-class, under the direction of the teacher.

Way of proceeding: Students are formed into teams and the orientation guide is given, having to. (Solve the problem, apply knowledge, execute the class that must correspond to the grade that receives that skill in physical education, according to educational level and grade. The query that is mandatory to see the class plan is specified, clarify doubts among other things.

The orientation guide is given to the students in advance to guarantee their preparation, and in the consultation correct the class planning.

orientation guide

Title: Teaching activities.

Objective: Plan a Physical Education class for the primary level, using the speed race with its subsequent implementation in the teaching, so that Athletics can be used as a means of Physical Education.

Elements of the guide for class planning.

Use the Programs and Methodological Guidelines of the assigned grade; go to the Athletics unit and the sprinting sub-unit; create a system of objectives of five classes and select one for your planning and delivery; use the model and the established time to plan the Physical Equation class, put the general elements at

the top of the plan (time, group, gender, class number, number of students, objectives); shape the elements of the initial part, dose it; reflect organizational procedures, organizational forms, methods, methodological indications; From the main part, put the technical exercises to be carried out and follow the orientation of the previous aspect.

In the final part, capture the form of recovery, preferably use games that fulfill this function and reflect the other elements of this part.

Aspects to keep in mind For the teaching of the class.

- Follow the logical steps for the development of the activity, it will be planned for the duration of the physical education class (45'), and it will be taught in 15'. Select which exercises you will use to demonstrate and the repetitions to perform.
- The classes will be taught by a student from the team, randomly selected at the time the class will take place, he or she can develop it in full or in part, if it is decided that different students will work, so everyone must be prepared.

Pedagogical skills to keep in mind in the teaching.

Quality of explanation and demonstration; error correction; place where it is located to explain and demonstrate each activity; the way in which he uses the terminology of Athletics and Basic Gymnastics in addition to the ABC of the quality of employment; preparation of the area and materials; control of; creativity and educational work; use of language according to the characteristics of the students; others.

How to proceed in teaching the class.

What does the teacher do when he arrives in the area and starts the activity?

Form the group and make some general clarifications. Takes up the aspects of the guide and specifies them; Selects the team and student or students who will work; observe the development of the activity; analyzes the behavior of the student who directs the class using the criteria of the observers and the other students; makes a general summary clarifying the inaccuracies presented; evaluates the activity, using the criteria of the students who taught the class, those who observed it with the guide and the rest of the students; guides the next activity; guide the query.

Student actions.

They prepare the ground and form the group; they teach their class modeling the methodological action that the teacher would follow if he were developing the class, such as: explain and demonstrate; correct errors; collect materials; among others.

In this we work with observant students who have, among others, the following functions.

They observe the development of the activity; points out positive and negative aspects; they issue criteria; they value the activity; they evaluate the development of the class for each participating student; give the rating.

In addition, an observation guide is given in advance that contains the main aspects to be observed from the technical, pedagogical and methodological elements and the didactic functions that each part of the class must fulfill.

DISCUSSION

The novelty of it lies in the fact that a system of practical classes of Physical Culture is embodied, in which the logical steps to follow in each of the types of practical classes of Physical Culture are exemplified, which facilitates the development of skills in students. necessary pedagogical professionals when joining the working life, this being the main lack of a great majority of the teachers of the specialty who work in the training centers of the graduates in Physical Culture.

It is worth noting that in the bibliographical review carried out, it was confirmed that different authors deal with the teaching-learning process related to Physical Culture classes, especially the physical education class and the sports training class, seeing it as a process aimed at the development and improvement of basic and sports motor skills and physical abilities. No reference was found to the fact that the practical class of Physical Culture used in training centers for specialists in this career has been treated.

Fundamentally, they deal with the regularities and pedagogical principles that generally govern any teaching-learning process and focus on the formative process of the student's personality or the way to achieve sports results, but not on

how to teach, which is the main objective of the training centers, this being the *raison d'être* of this work and it is of great importance since that is where the bases are created so that the professional, once graduated, can practice with the greatest efficiency.

The steps that are followed in the class system seek to teach the student to teach, that is, learning how to treat the teaching of content at the different educational levels (primary, middle, upper middle and higher); the handling of normative documents; how to carry out the methodological analysis and class planning.

They also learn the technical execution of a motor or sports skill; when to carry out the correction of errors, in addition, how and where to situate to explain and demonstrate an activity; form and appropriate moment for taking the pulsations, the direction of the class, the use of the organization and control exercises and the voices of command among others.

Therefore, a document is placed in the hands of teachers that allows them to teach to teach, because the teacher gives the ways of what to do and how to proceed in planning and teaching when developing the teaching and learning process.

It is considered that this work is of great importance for all the teachers who work in the training centers of the professionals who study the Bachelor's degree in Physical Culture, mainly for those who practice the profession, since aspects of great significance are placed in their hands. in order to develop the professional pedagogical skills necessary to perform their duties once graduated.

It is a material that modestly facilitates them to adequately develop the practical classes of Physical Culture, in turn that will allow them to develop in the students the necessary professional skills to interact adequately in the base link once they graduate and go to the job location.

BIBLIOGRAPHIC REFERENCES

- Álvarez, D. (2006). Dirección y evaluación del proceso de enseñanza aprendizaje en la educación física. En colectivo de autores *Teoría y Metodología de la Educación Física* pp. 288-336. La Habana: Editorial Pueblo y Educación.
- Blández, J. (2001) "Las clases de educación física desde la perspectiva del alumnado de educación secundaria. Universidad de Murcia.

ISCF (1977). Resolución 957 La clase práctica de Cultura Física. La Habana.

López, A. (2006). La educación física más “Educación” que “Física”. La Habana. Editorial Pueblo y Educación.

Ministerio de Educación Superior (2016). Plan de Estudio “E”. Carrera Licenciatura en Cultura Física. La Habana.

Ruiz, A. (2007). El proceso de enseñanza aprendizaje en educación física. pp. 85-110. En *Teoría y Metodología de la Educación Física y el Deporte Escolar*. Santo Domingo. Aplusele.