

***Proposal of activities to strengthen the Environmental Culture in the students of the
Physical Culture career
Propuesta de actividades para fortalecer la Cultura Ambiental en los estudiantes de
la carrera de Cultura Física***

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ABSTRACT

This article provides historical references and theoretical and methodological foundation for environmental education with psycho substantiate a proposal for activities that help strengthen the environmental culture in the 1st year students of physical education career faculty at Guantánamo. For the conception of them took into account the educational influences of different factors in the community, school and family. The implementation of these activities will ensure them the correct formation of an environmental culture and can be applied to other years in similar contexts.

RESUMEN

El presente artículo ofrece referentes históricos y teórico-metodológicos de la educación ambiental que con basamento psicopedagógico permiten sustentar una propuesta de actividades que contribuya al fortalecimiento de la cultura ambientalista en los estudiantes de la carrera de cultura física de la Universidad de Guantánamo. Para la concepción de las mismas se tuvo en cuenta las influencias educativas de los diferentes factores de la comunidad, la escuela y la propia familia. La aplicación de estas actividades garantizará en ellos una correcta formación de una cultura ambientalista y pueden ser aplicadas a otros años en contextos similares.

Keywords

Environmental problems; Environmental educations; Environmental culture; Recreational physical activities.

Palabras clave

Problemas medioambientales; Educación ambiental; Cultura ambiental; Actividades físico recreativas.

INTRODUCTION

Since the emergence and evolution of the Earth, it has undergone changes which have been observed from the continental drift itself (which is nothing more than the result of plate tectonics) which separated the continental masses, and brought as a consequence the invasion of the oceans on land and its subsequent withdrawal until the modification of the environment caused by man with his activities.

Although early humans lived in harmony with the environment, there is no doubt that as they became more distant from wildlife and their intelligence and ability to control and use fire increased, so did their modification. The rapid advance of technology produced after the Middle Ages and culminating in the Industrial Revolution, brought as a consequence the discovery, use and indiscriminate exploitation of fossil fuels and mineral resources.

It is from this moment that man really began to change the face of the planet, the nature of its atmosphere and also the quality of its water. Today, the unprecedented demand to which the rapid growth of the human population and technological development submit to the environment is producing an increasingly accelerated decline in its quality and in its capacity to sustain life. That is why humanity must recognize that attacking the environment endangers the survival of its own species.

All of the above shows that the growing deterioration to which the planet is subjected: soil degradation, air and water pollution, degradation and contamination of ecosystems, depletion of natural resources due to excessive use, social imbalances and economic, destructive conflicts, loss of biological and cultural biodiversity and the insufficient attention of man to it; has generated that in the United Nations Conferences on Environment and Development, held in Rio de Janeiro (1992) and in Johannesburg (2002), education was demanded for the training of citizens prepared to participate in the informed decision-making process. decisions related to the future.

The Earth Summit was a historic event of great significance. Not only did it make the environment a global priority, but it was attended by delegates from 178 countries, making it the largest conference ever held. It was at this Summit where Fidel Castro made clear his vision of development by proposing "...sustainable development, understood as development capable of satisfying the needs of the present without compromising the ability of future generations to satisfy their own needs."

This means that development models must be established as a way to guarantee the future of the planet over growth models. In this direction, Environmental Education constitutes a necessity of today's society, given the increasing deterioration to which the planet is subjected, for this reason the actions aimed at this end are becoming more important every day.

Taking into account the above, the Cuban Education intends to promote in the new generations, high human feelings and aesthetic tastes that imply creating a man with a high culture and integrity, who participates actively in the building of the new society, as well as in the care and protection of its environment; which means then that the training of teachers requires the introduction of environmental education in an integral way in the entire professional pedagogical process, which implies a treatment of this problem in a coherent and significant way, based on the study of the disciplines and subjects. , that trains students to recognize the potential of the contents that they will teach, and efficiently introduce Environmental Education in the educational teaching process and that the future professional is capable of developing new designs of their activity, with the aim of achieving the necessary interdisciplinary to develop the optimal environmental training of its students.

That is why we have tried to guide the work in the direction of the formation of Environmental Education, which requires a rigorous organization and selection of the activities that the students of the physical culture career must carry out; Therefore, it must be taken into account that all the educational potential that the teaching-learning process offers us is always used to optimally contribute an environmental culture within the same process.

When we talk about Environmental Education it is very difficult to frame it in a single definition, because we must take into account its polysemic nature. At present, some authors define it as a positive process in terms of collective prosperity, based on the need to improve, protect and preserve the environment, the basis of support for human society. This means that there is a positive interaction of the human being with the environment and with each other. This is a definition that focuses on man's relationship with nature; and from this point of view, all the humanitarian actions that have been carried out in time, since the emergence of man, in function of a better treatment between the intelligent beings of the planet, and of these with the environment, constitute indisputable precedents of environmental education.

Environmental education cannot be neutral, nor can it be sustained in a vacuum; That is why it is based on deep ethics, which seriously commits all those who participate in its programs. It is about each group that teaches and each group that learns having the opportunity to review their

values, subject them to criticism, and clarify new values that allow progress in the direction of social equality and ecological balance.

The global environment has suffered accelerated changes from the very emergence of man to the present, given in the first place by the negative human interaction with the biosphere. This shows us that environmental education since its inception has gone through several stages or moments:

- Conservationism: This contemplates everything that happened from the years 1900 to 1968. It is good to note that this stage was called the period of conservationism because in it events and events occurred that marked irrefutable trends that manifested themselves in the trajectory of the social movement. then environmentalist.
- Environmentalism: this stage is part of the 70s. It is characterized by the presence of prestigious events that marked milestones in the work that was carried out in favor of environmental protection; and in turn highlights the important role of ecology with a more general conception. This period marks the birth of environmental education, since it is in it that a greater awareness of the need to address it is gained.
- Environmentalism or Sustainability: this period or stage opens the way for a more inclusive reflection and commitment to the environment, which required a more ethical approach and assessment. Although there is evidence that in the first half of the 1970s there was already precedent for this stage, we can assure that it frames its beginnings in the 1980s. It was called the environmentalist period and in the 1990s it was called the sustainability period.

As can be seen, Environmental Education plays an important role since it presupposes the understanding of the Environment, the acquisition of knowledge, and the adoption of values, which contribute to behavioral changes in the population, so that they become active elements in environmental protection. and in improving the quality of life.

From the emergence of sports schools and INDER institutions, the environmental dimension is integrated into the educational system, aimed at the acquisition of knowledge, the development of capacities and the formation of ethical values that favor a coherent social and professional behavior at the same time. system development. In addition, the conception of environmental education in the pedagogical processes that are carried out in said institutions is characterized by being imminently pedagogical, in such a way that as a whole, trainers and teachers are in charge of directing the pedagogical process, in integration with the family and the community, attend to

all aspects related to the protection of the environment and at the same time be able to watch over the factors that may have a negative impact on sustainable development.

For this, we consider that it is in the integrating function of teachers, coaches and other officials who direct the processes that are developed in the different spheres of action of the physical education teacher, that environmental education plays an essential role due to its interdisciplinary and unifying actions to meet dispersed objectives and goals. For this reason, it is essential to try to confer the holistic approach, which is established in the principles of environmental education towards sustainable societies, and that the link between the affective and the cognitive prevails.

METHODS

To carry out this work, 36 students of the 1st and 2nd year of the physical culture career of the University of Guantánamo and 6 professors of the specialties of the area of applied sciences were taken as a population. As an intentional sample, 100% of the population under study was chosen. During the investigation, bibliographic reviews were carried out on master's theses, doctoral theses, articles, among other documents, which allowed us to study environmental education from professional training to physical culture; as well as the analysis of those constituent elements of the problem; which in turn allowed us to synthesize those fundamental theoretical elements related to those physical-recreational activities that allow us to strengthen the environmental culture in our students.

Different methods such as the interview and the survey with its questionnaire were applied to the students under study to demonstrate the importance of the activities that are proposed in order to solve such an important problem, also addressed to teachers and specialists to confirm that these activities that are really proposed are feasible and allow strengthening that environmental culture from the same training curriculum of the physical culture and sports professional.

In addition, various activities developed in the educational teaching process of the students of the 1st and 2nd year of the career were observed to demonstrate how the teacher from his class affects this environmental training.

From the data obtained in the instruments applied during the investigation, the activities were elaborated in order to strengthen the environmental culture in the students of the Physical Culture career of the University of Guantánamo, which is presented below.

RESULTS

What development models should be considered for the treatment of environmental culture from the curricular conception of the Physical Culture professional?

We consider the following:

- Improving the quality of human life.
- Respect for all forms of life based on personal responsibility.
- The sustainable use of natural resources and the preservation of the conditions that allow ecosystems to renew themselves.
- Respect for cultural diversity.
- Intergenerational responsibility with sustainable development.

Although until now we had considered only the element related to the sociocultural component as a development model for the treatment of environmental education in the physical culture professional, we consider that we should not reduce it only to this space, but that we should also relate it to the specific characteristics of the disciplines. That is why, taking into account the experiences that we have acquired throughout our professional life, we assume some contents of environmental education that can be treated:

- Creation of an awareness and exercise of practice for the rational use of resources associated with consumption habits and fair lifestyles.
- Formation of skills for the collective solution of local environmental problems and the carrying out of environmental improvement activities.
- Creation of habits for personal health and environmental sanitation fully understood.
- Preparation for the knowledge and exercise of environmental law.
- Development of a perceptual capacity of the environment based on aesthetic and ecological principles.
- Formation of an environmental ethic based on the abandonment of a dominating mentality for one of harmonious coexistence, solidarity and equity.

Methodological structure of the activities to develop to strengthen environmental education.

The activities to strengthen environmental education in the students of the 1st year of the physical culture career are previously planned and considered as proposals, reducing them to spontaneity. The final determination of the activities will be carried out in group, where all the personnel that interact in the pedagogical process that is developed with the 1st year students of the degree

participate. They are aimed at strengthening knowledge of environmental education with the purpose of contributing to the development of an environmentally responsible individual, they cannot be conceived as isolated activities, quite the contrary, they must be continuous and permanent, in which the interests, needs must be reflected. and reasons, of the main actors, detected in the diagnosis.

For the activities that we propose, we take into consideration the following requirements:

- Knowledge of the environmental reality and identification of its problems.
- The understanding of historical and ecological processes.
- The development of an environmental sensitivity.

Their design has the following structure:

- Main thematic lines to develop.
- Proposal of activities.
- General methodological indications to implement the activities in the educational process that is developed with the students of the 1st year of the physical culture career.

Basic thematic lines:

The actions must address the following themes:

1. Concepts of the Environment, Environmental Education and environmental pollution, and their dialectical and systemic relationship.
2. Identification of the main sources of environmental contamination in the community.
3. Citizen participation to face environmental contamination. Main measures to prevent or mitigate it.

Proposed activities.

No	Action	Period	Responsible
1	Carry out awareness campaigns related to environmental commemoration dates with the potential to address educational issues on environmental education, emphasizing: Quality of life in young people. Sexuality. Self-esteem. Environmental health. Food culture. Environmental risks. Alcoholism. Smoking.	03/21 World Reforestation Day. 7/04 World Health Day. 05/21 World Day for Cultural Diversity. 5/06 World Environment Day. 4/10 World Habitat Day.	Professor

2	Promote the development of: scientific conferences, conferences, book debates, video debates, among others. In each of these the basic thematic lines will be addressed, this action can be carried out within the framework of environmental commemorative dates. The dates proposed in the 1st activity or other related ones can be taken as a reference.	Semestral	Professors and personality of the community
3	Docudramas and their analysis with specialists from CITMA and ICAI	October (with permanent update)	Culture (ICAI) (CITMA)
4	Carry out cycles of conferences, by qualified personnel, related to the basic thematic lines.	Monthly.	Professor and CITMA specialists linked to the faculty
5	Implement educational spaces; where gatherings, educational talks are held, the reading of materials related to Environmental Education is promoted. Encounter of suddenness and Poetry	Monthly and in commemorative date	Professor and students.
6	Promote competition of: Environmental education, environment, sustainable development, among others. Modalities: poetry, songs, stories, drawings, dramatizations; among other. Historical dates related to the Environment.	According to commemorative date	Community's Art Instructor
7	Prepare educational messages that reflect practical advice to prevent environmental pollution specifically related to the thematic lines.	Permanente.	Profesor y estudiantes.
9	Visit the culinary school to improve your eating habits. Programming a culinary event with the objective of incorporating knowledge of their diet.	Marzo y Mayo.	Profesor guía.
12	Carry out environmental sanitation activities and promote the collective solution of local environmental problems. Photographic exhibition: this will take the form of a walk to photograph the contamination of the river banks and also to learn about the history of the town (the river).	Mensual	Profesor y estudiantes.
13	Teach to appreciate and develop the different artistic manifestations, from an ethical and aesthetic point of view, within which is music, plastic arts, etc.	Bimensual	Instructor de Arte de la comunidad y profesor.

The implementation of the activities for Environmental Education will be carried out through the formal way, in the context of the pedagogical process that takes place in the classes received by the 1st year students of the Faculty of Physical Culture and is based on the principle of integration.

The group of professionals that interacts in this process has the responsibility of selecting and developing the activities that they understand are related or linked to the subject they teach, based on the characteristics and real potential of the subject as well reflected previously.

The teacher adapts and makes each activity affordable for these students; he must ensure the harmony between the general characteristics of the physical activities that are developed in this process and the actions to be implemented with them.

To implement the activities, it is necessary to take into account the following methodological indications:

- Comprehensively diagnose each student of the career, and from this point plan the activities of their classes depending on the knowledge they have about the environment, as well as direct the activities based on the problems existing in the labor practice.
- Promote the work towards the strengthening of values such as: responsibility, industry and solidarity, collectivism, humanism, among others to face environmental contamination with emphasis on the lines that are proposed.
- In the planning, execution and evaluation of the activities it is necessary to consider the active and direct participation of the students.
- Do not waste the content of the class that is related to environmental education, as well as the geographical physical space in which it can be developed as the closest teaching medium to give continuity to the actions.
- Stimulate the carrying out of investigative work (simple) with the 1st year students on topics related to those that are addressed, these can be directed to diagnosis, recognition and prevention.
- To the extent possible, strengthen relations with the community to extend training activities to it, for example: conferences, workshops, among others.
- The time for carrying out each activity will depend on the conditions and coordination with the performers (students), but given their practical nature, it is suggested that they be worked on for at least one hour.

DISCUSSION

The purpose of the proposal is aimed at contributing to the strengthening of an environmental culture in the 1st and 2nd year students of the physical culture career, therefore, it is conceived with the consensus and participation of the recipients themselves, also guarantees that the

Educational change is the result of an endogenous process, where a positive socio-affective climate prevails that allows reflection, understanding and the participation of the different actors. These have as a novel element that they can be applied recreationally, both at school and in the community, or in the place where they work as physical culture and sports professionals, if we take into account that they carry out their activities in spaces natural, since they do not present a high technical-tactical level, in addition to being supported by the theoretical foundations that govern the teaching-learning process of Physical Education today.

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