

***Methodological proposal to enhance professional pedagogical skills in the Adapted Physical Education class***  
***Propuesta metodológica para potenciar las competencias pedagógicas profesionales en la clase de Educación Física Adaptada***

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**ABSTRACT**

A methodological alternative is proposed to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the teaching-learning process of Physical Education at the Faculty of Physical Culture of Holguín. It starts from the study of various methodologies linked to the school context, as well as the multidisciplinary potential of Adapted Physical Education. Scientific methods such as historical-logical, analysis-synthesis, ocumentary review and inductive-deductive methods were applied. The results allow a solution for the formation of knowledge and its subsequent practical application, contributing to the comprehensive training of the future professional in the Physical Culture career.

**Keywords**

Methodology; Adapted Physical Education; Third year students; Physical Culture.

**RESUMEN**

Se propone una alternativa metodológica para potenciar las competencias pedagógicas profesionales en los estudiantes de tercer año en la clase de Educación Física Adaptada en el proceso de enseñanza-aprendizaje de la Educación Física en la Facultad de Cultura Física de Holguín. Se parte del estudio de varias metodologías ligadas al contexto escolar, así como el potencial multidisciplinar de la Educación Física Adaptada. Se aplicaron métodos científicos como el histórico-lógico, análisis-síntesis, revisión documental y el inductivo- deductivo. Los resultados permiten una solución para la formación de saber y su posterior aplicación práctica contribuyendo a la formación integral del futuro profesional de la carrera de Cultura Física.

**Palabras clave**

Metodología; Educación Física Adaptada; Estudiantes de tercer año; Cultura Física.

## **INTRODUCTION**

The proposed methodology is the way to implement and concretize the theoretical-methodological conception developed to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the teaching-learning process of Physical Education in the Faculty of Physical Culture of Holguín. In the bibliographic review carried out on the studies of methodologies as a contribution to practice, it was found that regardless of their orientation, they essentially contain a sequence of procedures in an orderly, logical and concatenated manner that, when applied in the comprehensive training process of student.

Different authors have conceptualized the term methodology, among them: Álvarez (2012), Uribaz (2009), Bermúdez and Rodríguez (as cited in Figueroa, 2011, p.44), stated: “when pedagogical science requires a novel way that “Allows the educator to direct the appropriation of the content of education in the learners and guide the implementation of activities of educational practice, a methodology is required.” For his part. Álvarez, (2012): states that: “Methodology is the science that teaches how to direct a certain process efficiently and effectively to achieve the desired results and aims to optimize said process.” (p.25)

These considerations are addressed by the author of this research in the development of the methodology aimed at enhancing professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process. The theoretical foundations of the study carried out by Uribaz (as cited in Pérez, 2015, p.63) were assumed, conceiving that the methodology is composed of stages and actions. These correspond to the structure and functions of the theoretical conception on which it is based.

## **METHODS**

For the application of the different research methods, we worked with a population of 15 teachers belonging to the discipline of Theory and Practice of Physical Education of the Faculty of Physical Culture of Holguín. Of these teachers, 5 were intentionally selected, representing 33.3% of the total. The inclusion criteria were taken into account: being the teachers who work in the Adapted Physical Education subject in the 3rd year of the Physical Culture degree and being Physical Education specialists. From a population of 150 students, a sample of 60 from the third year Regular Day Course of the Physical Culture degree were chosen through the simple random method, which represents 40% of the total.

For the development of the research, the following scientific methods were used: From the historical-theoretical level: it allowed us to know the regularities and trends of professional pedagogical

skills in third-year students of Physical Culture based on the criteria established for it. The analytical-synthetic: was used for the systematization, generalization and concretion of the processed information. As well as in the interpretation of the empirical information obtained. Inductive-deductive: made it possible to make inferences and generalizations of professional pedagogical competencies in third-year Physical Culture students in Adapted Physical Education. Analysis of regulatory documents: to collect and analyze information on the treatment and performance given to professional pedagogical competencies in third-year students of Physical Culture in Adapted Physical Education.

These foundations are in correspondence with what is stated in the joint Inder-Mined resolutions, the plans and programs of school Physical Education in the Republic of Cuba for higher education of Collective of Authors (2007) and the Regulations of Postgraduate Education of the Republic of Cuba. RM 132/2004 MES (2004), which are aimed at the preparation of Physical Education teachers.

The internal logic of the relationships of scientific knowledge was specified in terms of the theoretical contextualization of professional pedagogical competencies for development in the Adapted Physical Education class addressed by several authors such as Charchabal (2011), Paez (2019) and Valdés (2019). Assuming the concept raised by Charchabal (2011) where he defines professional competence as the following: “a professional competence is knowing how to do, with knowledge and with awareness. Competencies are in the middle between knowledge and skills” (p.13). What is significant here is to develop skills and knowledge, this would lead to knowledge and competence.

## **RESULTS**

Methodology to enhance professional pedagogical skills for development in the Adapted Physical Education class

The methodology is structured in stages, each of which contains specific actions that maintain relationships of interdependence and continuity, its directionality and functionality are complemented in its structure.

General objective: enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

It is structured in the following stages:

First stage. Diagnosis: it is the process of obtaining, analyzing, evaluating and synthesizing the information that provides the criteria for the diagnosis. Its objective: to characterize to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process. It fulfills the function of serving as a reference for determining the contents and their regulation.

In this stage, the necessary conditions are created from an organizational and methodological point of view that guarantee the development of subsequent stages. The following actions are developed:

Phase 1. Diagnostic design. Its objective is to plan and organize the diagnosis and is carried out by carrying out the following actions:

- Define the objectives of the diagnosis. Aimed at obtaining valid and reliable information on the diagnosis and the subsequent determination of actions to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process.
- Determine the diagnostic indicators. It is achieved during the theoretical systematization of to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process and the implementation of a survey with an assessment scale to Physical Education teachers in search of consensus of the variables, indicators that serve as a relationship for the evaluation
- Determine the methods and techniques to be used to obtain information. The use of the following is suggested: observation, survey, interview (individual and group), the rating scale technique and analysis of the documents.
- Delimit the sources of information. It refers to the identification of the subjects and regulatory documents of Adapted Physical Education that can provide information about professional pedagogical competencies in third-year students in the class in the training process.
- Prepare the instruments for collecting information. It is necessary to accurately identify the needs for professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process.
- Prepare the diagnostic application schedule. It must declare the type of instrument to be applied, to whom to apply it, the place and the time.
- Prepare, coordinate and ensure the conditions to guarantee the diagnosis to be carried out with the different subjects that have to do with the process of enhancing professional pedagogical skills in third-year students in the Adapted Physical Education class in the process of training. Selection of empirical research methods.
- Application of the selected methods.
- Processing and triangulation of the results obtained.

Phase 2. Application of the diagnosis. Its objective is to apply, regulate and control the training process to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class and the application of the instruments selected to obtain information and has two actions:

- Apply the instruments developed for the diagnosis to the different sources of scientific information selected.
- Determine the regulation and control actions by those in charge of the diagnostic application, who must guarantee quality and compliance with the planned objectives.

The diagnosis was carried out taking into account the variables to enhance professional pedagogical skills, with their indicators.

Phase 3. Conclusions of the diagnosis. Its objective is to process and analyze the information collected, as well as to characterize the training process to enhance professional pedagogical skills in third-year

students in the Adapted Physical Education class. Qualitatively process and evaluate the information collected through methods, mathematical-statistical procedures and analysis and synthesis

Identify insufficiencies. Based on the main limitations that manifest themselves in the training process to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

- Characterize the training process to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class. It is achieved from the identification of the features that characterize the context of application of the methodology. This action is aimed at achieving its adaptation to the context.
- Prepare the diagnosis report that consists of the preparation of the main considerations derived from its analysis and synthesis.

Information processing. The analysis of the results obtained by the methods and instruments applied that allowed us to know the initial state of professional pedagogical competencies in third-year students in the Adapted Physical Education class is carried out. The instruments are processed individually through the calculation of absolute and relative frequency.

After applying the diagnosis, an analysis was carried out of the identified deficiencies, their causes and how they influence the professional pedagogical competencies in third-year students in the training process. In addition, the possible solutions to this problem.

Second stage. Planning and development of the methodology:

Objective: project and regulate methodological activities to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process.

In this stage, the methodology is developed, which contains the activities and actions to be developed to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process, starting from the preparation of Adapted Physical Education teachers. This stage is made up of three phases, they are: analysis of the regulatory documents, determining the objectives, identifying the core content of the methodology.

- Analysis of the normative documents of the degree and Adapted Physical Education.
- Analysis of the main considerations derived from the diagnostic study. Its objective is to synthesize and project the contents.
- Identify the general and specific objectives based on the fulfillment of the previous actions.

Determine the contents of the methodology and its correspondence with the indicators of the theoretical-methodological conception and the contents of the Adapted Physical Education program for the third year of training. To carry out this action, theoretical-methodological guidelines are offered for students and teachers, which constitute suggestions for the formation of content to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

Students and teachers are methodologically oriented in determining the conceptual nodes. For this purpose, conferences and preparation workshops are held on the relationship between the contents to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class and the contribution to the integral development of the personality.

They have among their particularities: integrative, individualized, participatory, flexible, conscious and personalized character. Among the activities carried out are:

- Conferences.
- Workshops.
- Actions.
- Activities.

Conference: the conference is a type of oral presentation, given by specialists, focused on the presentation of a specific topic of interest to the public for which it is intended. The methodology will be developed to introduce topics that require a level of updating and in-depth study of the treatment of professional pedagogical competencies in the training process. In these conferences there will be the possibility of establishing dialogue and interaction with the participants. They are oriented towards:

The development is the essential part of the conference, it includes all the relevant information that the speaker wants to convey to his audience. Finally, in the conclusions the fundamental ideas are generalized, that is, a kind of summary is made and an attempt is made to put an end to the topic presented.

#### Conference No.1

Issue. Professional pedagogical competencies in third-year students in the Physical Education class Adapted from the training process. Its tendencies and manifestations

Objective: explain the treatment given by different authors to professional pedagogical skills. Assess the trends in its treatment in the training process and the manifestations in the students.

Method: joint preparation.

Media: computer, videos, prints.

#### Bibliography

#### Conference No.2

Issue. Classification of professional pedagogical skills. Its relationship with visual acuity and other learning.

Aim. Assess the considerations of different authors for the classification of the to enhance professional pedagogical skills.

Method: Expository and joint elaboration.

Media: computer, videos, prints.

Bibliography.

To carry out the conferences, a specialist with adequate preparation in the topic being developed is required; they must respect the requirements and structure for this type of activity. In its structure, take into account the introduction, development and conclusions. In the introduction the objective of the conference is defined; The object of study, its limits, the contributions, the hypothesis and the importance of the topic are explained.

It should promote the exchange of ideas, opinions, judgments and evaluations among participants. Achieve an adequate psychological climate and, at the required moments, establish dialogue and interaction, so that each of those involved makes their contribution.

Workshop: its development contributes to the socialization, analysis and discussion of different points of view on certain contents, characterized by interaction and exchanges between participants. Those declared are aimed at solving cognitive deficiencies regarding professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process, a sample of the research. Its intention is the search for learning “to be”, “learning to learn” and “learning to do”, in an integrated way. Carrying out these workshops helps to raise the level of theoretical-methodological preparation, sensitivity and awareness of students about the need to enhance professional pedagogical skills in the training process. They are explained below:

Workshop No. 1

Topic: professional pedagogical skills in the training process.

Aim. Update third-year students, a sample investigated on professional pedagogical competencies in the training process, their trends and manifestations based on the considerations of various authors.

Content: professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process. Its genesis and treatment by different authors.

Method: joint preparation.

Medios: computadora, videos, láminas.

Workshop No. 2

Topic: classifications of professional pedagogical competencies and their manifestations.

Objective: socialize different classifications of professional pedagogical skills and their manifestations.

Content: classification of professional pedagogical skills. Its manifestations in the training process.

Method: joint preparation.

Media: computer.

When carrying out the workshops, aspects discussed in the conferences that require a greater level of depth will be taken into account. Encourage participants to make new proposals for activities that contribute to their theoretical-methodological preparation in order to raise their professional level to enhance professional pedagogical skills in third-year students in the Physical Education class.

The methodology offers actions to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process.

Actions to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

The actions constitute an indispensable means to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

The central purpose of the methodology is for students to acquire the competencies that have been expressed in the competency profile that was defined The AFA competencies: profile and effects of an intervention program Jiménez (2011).

Responding to objective-1 of this research (study 1). Thus, the activities of the methodology will be aimed at ensuring that students in training can show a degree of learning. This degree of learning has been expressed in terms of learning outcomes (RA) that specify each of the Adapted Physical Activity competencies developed in the competency profile, the acquisition of which is considered necessary for the adequate care of people with some type of disability. disability in the field of teaching.

Action 1. Show sensitivity and positive attitude towards the social environment of students with disabilities.

Action 2. Apply valid and appropriate techniques and instruments to evaluate the specific needs of the person with disabilities and prepare the environment prior to class.

Action 3. Demonstrate basic knowledge about terminology, legislation, types of disabilities, aspects to take into account and general characteristics of students with disabilities.

Action 4. Design, program and make the necessary adaptations to serve students with different abilities at the levels of their direct competence.

Action 5. Propose inclusive physical activities that respond to the individual needs of each student, taking into account their motor development.

Action 6. Show the ability to create and properly use adapted materials, as well as to adapt conventional materials, with students with disabilities, trying to help them achieve key learning, self-confidence and adherence to the practice of physical activity.

Action 7. Make known how adapted educational sport is organized and structured, promote and teach its modalities, thus enriching opportunities to practice physical activity for school children with disabilities.

Action 8. Communicate in a moderate way with students regardless of their disability.

Actions 9. Design learning outcomes.

Action 10. Analyze the contents that were exposed in the internal teaching practice of the subject and that could not be ignored in the development of the Physical Activity program.

Action 11. Show sensitivity and positive attitude towards the social environment of students with disabilities.

Action 12. Apply valid and appropriate techniques and instruments to evaluate the specific needs of the person with disabilities and prepare the environment prior to class.

Action 13. Demonstrate basic knowledge about terminology, legislation, types of disabilities, aspects to take into account and general characteristics of students with disabilities.

Action 14. Design, program and carry out the necessary adaptations to serve students with different abilities at the levels of specification of their direct competence.

Action 15. Propose inclusive physical activities that respond to the individual needs of each student, taking into account their motor development.

Action 16. Show the ability to create and properly use adapted materials, as well as to adapt conventional materials, with students with disabilities, trying to help them achieve key learning, self-confidence and adherence to the practice of physical activity.

Action 17. Make known how adapted educational sport is organized and structured, promote and teach its modalities, thus enriching opportunities to practice physical activity for schoolchildren with disabilities.

Action 18. Communicate in a moderate way with students regardless of their disability.

Action 19. Design learning outcomes.

Action 20. Analyze the contents that were exposed in the internal teaching practice of the subject and that could not be ignored in the development of the Adapted Physical Education program.

Methodological guidelines to carry out the actions:

- Respect the individualities, potentialities and possibilities of the students.
- Balance teams according to the development of actions to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class to avoid losing motivation for participation.
- Take into account the potential, motivations and experience of the students.
- Attend to individualities to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

Achieve integration to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class from the content in the actions that allow it.

- Take into account the educational and training nature of the actions that are developed.
- Plan differentiated actions and activities accessible to the student in accordance with their competencies.
- Take into account the type of professional pedagogical skills and the development levels of the students.

Third stage. Implementation.

Its objective is to implement the methodology to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class and ensure adequate compliance with the implementation phase, it is defined as the process of prior preparation and its practical application, it has At its core, the implementation of the theoretical-methodological conception has the function of perfecting the training process to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

Preparation for the application of the methodology.

- Application of the methodology.

Phase 1. Preparation for the application of the methodology. Its objective is to guarantee the prior preparation of the human resources involved in the application of the methodology and is specified in the following actions:

- Raise awareness among participating subjects in the implementation of the methodology. It involves the development of conferences, workshops on the main limitations that manifest themselves in the training process to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class and their theoretical-methodological procedure.

Phase 2. Develop conferences and workshops for those responsible for developing the system of activities and actions. Its content is related to professional pedagogical skills in third-year students in the Adapted Physical Education class. Its trends and manifestations and its classification, theoretical-methodological foundations to take into account for the systemic, integrative and individualized approach.

Actions:

- Prepares human resources who work as users of the methodology. Its objective is to train and specify the actions that must be carried out during the implementation of the methodology. This action is materialized through theoretical-methodological training for the subjects who will implement and evaluate the methodology.
- Application of the methodology actions.
- In this phase, the methodology and systematic regulation and control actions are put into practice for evaluation by those responsible.
- Design a systematic control and evaluation plan.
- Adjust compliance with actions and assess their effectiveness.
- Define the methods, techniques and instruments necessary to use to collect information.
- Analysis and assessment of information collection.

Methodological recommendations are prepared to carry out the implementation process.

Teachers and students are methodologically oriented in determining the contents. For this purpose, conferences and preparation workshops are held on the relationship between the contents to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class and contribution to the integral development of personality.

The socialization of the methodology is an important moment, as it allows teachers and students to be guided on the need and importance of their theoretical-methodological preparation to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class in the training process.

The actions contained in the methodology were put into practice from September 2021 to March 2023.

It was necessary to take into account:

- The activities declared in the methodology.
- The methodological guidelines and procedures to follow in each case
- Select the means, methods, procedures that best fit the activity and the particularities and interests of the participants.

Each of the actions and activities must foster a favorable climate that stimulates the participation and permanence of those involved.

Fourth stage. Control and adjustment. It is defined as the process of collection, evaluation and synthesis. Its objective: to assess the functionality of the methodology to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class. Its function is to assess the impacts and transformations produced by the methodology.

In this stage, the result of the development of the methodology is assessed based on the theoretical-methodological knowledge acquired by teachers and students of Adapted Physical Education to enhance professional pedagogical skills in third-year students in the class and the transformations experienced.

In its fulfillment, the general objective was taken into account, which was verified in the different activities carried out. For the evaluation, the declared indicators are used. (Appendix 2).

At this stage, the pertinent adjustments were made, always seeking to enhance professional pedagogical skills in third-year students in the Adapted Physical Education class.

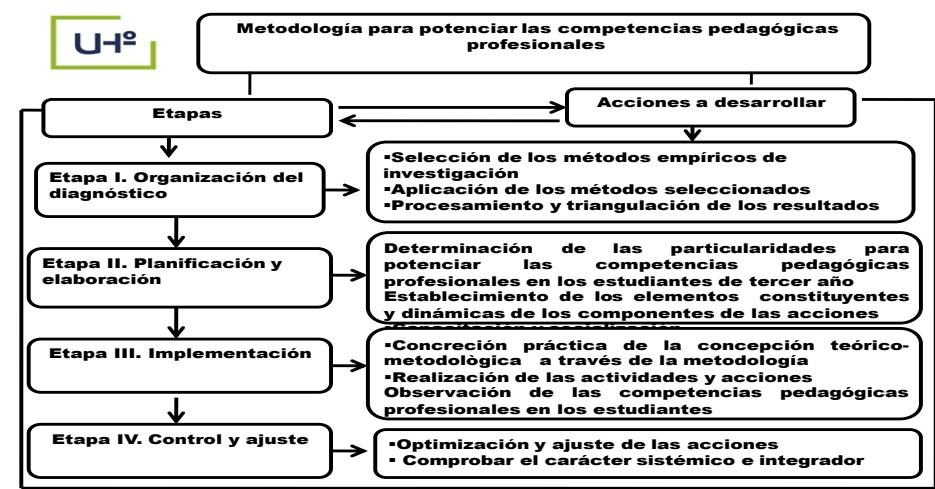


Figure 1. Graphic representation of the methodology to enhance professional pedagogical skills for development in the Adapted Physical Education class.

## DISCUSSION

The theoretical references consulted to which the author had access revealed the need to articulate the integration of professional pedagogical competencies with the training process taking into account the pedagogical and methodological characteristics, with a systemic, integrated and individualized approach.

The developed methodology, made up of four stages with their activities and actions, made it possible to specify in practice the foundations and postulates to enhance professional pedagogical skills in third-year students in the class in the training process of Adapted Physical Education, from of their activities and actions.

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