

Therapeutic Gymnastics Didactic Guide. Experiences from your employment at Guantanamo University

Guía Didáctica de Gimnasia Terapéutica. Experiencias de su empleo en la Universidad de Guantánamo

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ABSTRACT

This work deals with the importance of linking contents of physic-therapeutic activities to the didactic components of the professor's preparation according to the preservation of students' physical and mental conditions; all this from an approach of prevention in a more appropriate way and adapted curricularly to the teaching learning process. It is provided a didactic guide for the subject Therapeutic Gymnastics with promoting integration for the formation of new interdisciplinary abilities and skills useful for the students that suffer circulatory disorders, seen from a participative, professional and of health perspective, and its valuation from both professors and students' point of view. The objective is evaluating the perception of teachers and students from the University of Guantanamo about the usefulness and effectiveness of the didactic guide for Therapeutic gymnastics, with the aim of identifying improvement areas for their use.

Keywords

Didactic guide; Therapeutic gymnastics; University; Circulatory disorders.

RESUMEN

Este trabajo aborda la importancia de vincular contenidos de actividades físico-terapéuticas a los componentes didácticos de preparación docente en función de preservar el estado de salud y condición física y mental de los estudiantes desde un enfoque de prevención de forma adecuada, adaptado curricularmente al proceso de enseñanza aprendizaje. Se aporta una guía didáctica para la asignatura Gimnasia Terapéutica con enfoque integrador para la formación de nuevas habilidades y destrezas interdisciplinarias de utilidad para los estudiantes con padecimientos de trastornos circulatorios desde una perspectiva participativa, profesional y de salud, y la valoración de estudiantes y profesores. Se traza como objetivo valorar la percepción de los docentes y estudiantes de la Universidad de Guantánamo sobre la utilidad y efectividad de la guía didáctica de Gimnasia terapéutica, con el propósito de identificar áreas de mejora para su implementación.

Palabras clave

Guía didáctica; Gimnasia terapéutica; Universidad; Trastornos circulatorios.

INTRODUCTION

The Cuban higher education has suffered changes in its formation process, thus it requires constant educative actions on the professors' part that make possible the solution of the limitations that constantly arouse in the teaching learning process of the Therapeutic Gymnastics. In the actual context, in which the importance of the physical activity has got mayor importance, the therapeutic gymnastics emerges as a key tool in th eprevention and treatment of different health conditions.

The present university educative system appeals to the modification in the teaching where the student can get greater protagonism in the developmet of his competences, leaving behind a system based on the student's integral formation in which the professor becomes a counselor of the process. In this way, it is possible to foment creative and autonomous learning styles that favor the development of reflexive thought, that contributes to the development of cognitive independence.

Given the characteristics of the Study Plan E in the University of Guantanamo, some changes were applied in the subject planning, in which the work with the study guides was introduced as an essencial resort for learning, allowing the students to build knowlegde in an autonomous way.

The objective of this investigation is to value the effectiveness of the study guides of Therapeutic Gymnastics.

METHODS

It was carried out a representative investigation with a quality approach in the University of Guantanamo since September 2023 to January 2024. It was taken a sample of 522 students that are in the first year of the major Physical Culture. Also, it was taken a sample 17 professors of the staff that taught the subject University Therapeutic Gymnastics.

There were applied different methods of the theoretical level that included:

Analysis-synthesis: It was applied in the theoretical foundation of the theme, starting with an exhaustive revision of the bibliography.

Induction-Deduction: It was applied to decode the attained results and arrive at the implications of the sudy.

Empiric Methods: They were based on the documental investigation of the final report of the subject Therapeutic Gymnastics, focused on evaluating the impact and the results and implementation of the didactic guide.

There was applied an inquiry in questionnaire form to the students to get information of the valorative criterion about the usefulness and purpose of the didactic guide.

Technic of focal group was applied to professors as well as to students with the same aim.

The elaborate didactic guide was assessed by specialists' criterion, which included 6 Doctors of Science and 5 Masters of Science of Education. Once the different criteria about the object of investigation were obtained, it was decided to use them with the students.

RESULTS AND DISCUSSION

The analysis of the subject report revealed that there were meaningful improvements in the students' grades when compared to former periods to the application of didactic guide. This evidence was taken into account by the author, who gave priority to the consolidation and expansion of the use of the guide as a fundamental strategy for the academic development of the subject staff.

The students admitted the usefulness of the guides for their performance as students, since the didactic guide propiciates an autonomous learning, and it can be used as a tool for the building of a closer relationship between students and professors. The inclusion of the guide in the present university context constitutes an enriching source for the teaching-learning process, while providing solution to some health problems the students may have.

Professors' opinions about the use of the didactic guide:

- They all agree in the fact that the guide constitutes an effective tool to guide and potentiate the students' learning from a participative and professional perspective, promoting an autonomous learning, while leading the students' cognitive independence, and propiciating the improvement of some health aspects.
- They conceive the guide as an effective tool to guide and potentiate the students' learning from the point of view of a participative and professional perspective, while stimulating the autonomous learning and helping in their cognitive independence.
- The preparation of the didactic guide began with the development of methodological preparation sessions by the teaching staff in order to attain a correct elaboration of contents, keeping in mind the different functions the didactic material provides.
- The acceptance of the guide started from the quality and orientation of the specific contents to deal with circulatory disorders as a health complaint that affects a great number of the student population.
- The students showed satisfaction since they were able to acquire a good deal of knowledge, while strengthening their cognitive learning and the acquisition of the constructive theory that reads: learn to learn, and learn constructing; and at the same time, they realized improvement in terms of the diagnosed health problems.

The system of evaluation (frequent, systematic, and partial) allowed the students to get a clear criterion of the mastery of the contents taught, and realizing the importance of the didactic guide for their further performance of their teaching functions.

It can be said that it is relevant the acceptance given to the didactic guides within the teaching learning process, both by the teacher staff as well as by students.

In a general sense, in the teaching-learning process, the didactic guide has its foundation on the Didactics as a science, as a means to generate a cognitive development and of learning styles from themselves. The didactic guide constitutes a tremendously important issue since it improves the professor's tasks in the elaboration and orientation of teaching tasks, these as basic core of the teaching learning process, whose realization is later controlled through the curricular activities.

In order to deal with the need of designing a didactic guide for the prevention and attention of the students' health, taking as point of departure the content selection of the Therapeutic and Prophylactic Physical Culture, it is taking into account the didactic-methodological positions for the elaboration of study plans and syllabuses that allow the further implementation, assuming the didactic laws stated by DrC Carlos Álvarez de Zayas in his book "Hacia una escuela de excelencia" (1996).

For the elaboration of the guide design it was taken into account some elements held by the results obtained by Dr. Lorenzo García Aretio, Full Professor of UNESCO Chair of Education Off-site, from the National University of Off-line Education (CUED), Spain, and MSc. Grisel Castellón Candelaria, Degree in Cyber and Mathematics (UH-1991), Degree on Off-site Education (UH-2010), Main Professor of FORMATUR Escuela Ramal del Turismo.

At the time of designing the study guide the following aspects were taken into account:

- General information: Name of the subject, introduction and orientation to study, objective, outline, exposition or development of the objectives, summary of the didactic unit, activities, self-testing exercises, solutions to the self-testing exercises, bibliography of the unit.

The structure of the guide is as follows:

1. General presentation and introduction of the subject: General information about the subject
2. Introduction of the teaching staff
3. Prerequisites: To be officially resgistered in the daytime academic year of one of the majors; to have access to Moodle platform of the faculty, apart from having email address. To show mastery in the use of the different social networks, mainly WhatsApp.
4. General and specific objectives of the subject. The didactic guide has as one of its objectives to improve the students' physical conditions in terms of circulatory disorders, the acquisition

- of methods for their systematic and conscious self-preparation, and to propiciate the practice of physical exercises, contributing in this way to keep and improve the students' health, as well as the correct use of their free time and the further use in their laboral context.
5. Teaching materials: The teaching materials that are necessary in order to assure the development of the subject Therapeutic Gymnastics for the students who have circulatory disorders in the Faculty of Education.
 6. Contents of the academic year. Design of the subject: It is presented an outline per unit, which includes objectives and themes of the subject.
 7. Bibliography orientation (both basic and complementary): It comprises all the materials the students need to develop the didactic guide.
 8. Plan of work timetable-schedule: There appears a detailed planning, date and time of each of the themes and activities to be developed.
 9. Specific orientations for the study: Specific orientations are given to deal with the guide, both in and out of class.
 10. Activities: Everything the students must do in and out of class.
 11. Methodology: The how of what to do with each of the activities in the didactic guide.
 12. Glossary of terms

In the research and in the elaboration of the didactic guide it was necessary to assume the integral approach more physical than educative of A. López (2006). It presupposes to consider in the objectives, contents, teaching and assessment activities, not only to the development of capacities and abilities (as it has been a traditionl trending), but to guarantee the learning of concepts, systems of concepts, and referency modes together with value and aptitude formation, integrating the new knowledge to students' prior life experiences or antecedents. In this way, it is possible to give meaning and personal sense to teaching, having its basis in the attention to the diversity from the cognitive, affective, motor and attitudinal point of view to what Physical Education offers to the formation model from this faculty. The use of the didactic guide is contextualized to the new conditions in which the new school period is developed, and it does not loose its mainly practical character; moreover, it is linked to the theoretical knowledge the students must learn from the subject for their future laboral lives turned in mode of action. This defines it as a means whose aim is to orient methodologically in all the processes of learning, allowing greater significance, functionality, autonomy, and student's cognitive independence (Arteaga & Figueroa, 2016).

CONCLUSIONS

The proposal of a didactic guide has the intension of giving an answer from the curriculum of the subjects, specifically Therapeutic Gymnastics, to health and formative needs of the students diagnosed with circulatory disorders and other related pathologies from the Faculty of Education. It constitutes a momentous resort since it helps improve the professor's tasks in the elaboration and orientation of teaching tasks as the basic cell of the teaching-learning process, whose realization is formerly controled in the curricular activities themselves. On the other hand, the guide provides an autonomous learning, as well as the development of the cognitive independence of the students, while giving solution to the students' health problems that were diagnosed.

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