

***Teorical- methologic conception for the inclusión to socially disadvantaged
students at nautical sports practice***

***Concepción teórico-metodológica para incluir educandos en desventaja social
a la práctica de los deportes náuticos***

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ABSTRACT

This research is based on a diagnostic assessment, which confirmed that there are still limitations in the theoretical, practical, and methodological framework for including socially disadvantaged students in the practice of water sports in vulnerable communities. A theoretical and methodological approach is proposed, which is embodied in a gender-sensitive intervention strategy that is distinguished by its inclusive corrective approach. Theoretical, empirical, and mathematical-statistical methods were employed.

RESUMEN

La investigación parte de un diagnóstico, donde se confirmó que persisten limitaciones en el sustrato teórico, práctico y metodológico para la inclusión de educandos en desventaja social a la práctica de los deportes náuticos en las comunidades vulnerables. Se propone una concepción teórico-metodológica que se concreta en una estrategia de intervención con enfoque de género que se distingue por aportar el método correctivo inclusivo. Se emplearon métodos teóricos, empíricos y matemáticos-estadísticos.

Keywords

Inclusion; Theoretical and methodological approach; Water sports; Social disadvantage.

Palabras clave

Inclusión; Concepción teórico-metodológica; Deportes náuticos; Desventaja social.

INTRODUCTION

Physical activity and sport, social inclusion, and socially disadvantaged populations represent a novel field for Sports Science. As a means of social inclusion, it has been demonstrated that, in addition to serving as entertainment, sport is used for achieving high levels of performance or as a leisure activity for children, youth, and adults. Therefore, it is a scenario where a large number of diverse people are involved directly or indirectly, regardless of age, tastes, ethnicity, religious beliefs, or even sociocultural stratum.

From this perspective, it is clear that sport is a phenomenon of paramount importance in the lives of people in contemporary societies. In this endeavor, the potential of the different contexts in which it develops must be leveraged. Accordingly, this research explores the potential of nautical sports as a means of social inclusion for students from disadvantaged backgrounds in vulnerable communities. However, at present, nautical sports as a means of social inclusion is an element that has been little utilized due to a lack of recognition. Only international entities such as the United Nations and the European Sports Charter have taken it into account, referring to it as a forum for learning qualities such as discipline, confidence, and leadership, or defining sport as any form of physical activity that, through organized or unorganized participation, aims at expressing or improving physical and mental condition, developing social relationships, or achieving results in competition at all levels. (World Health Organization 2018).

Similarly, in the social sphere, water sports reinforce personal identity and foster employment opportunities. At a group level, water sports serve as a means of social inclusion, as they generate a series of timely and relevant social interactions and relationships that enable individuals to acquire life skills and develop fully as subjects of rights.

Internationally, notable studies include González (2015), Jiménez (2017), Fernández (2018), Flores (2019), and Cascaret (2021), among others, who offer an analysis of the background and evolution of the preventive process, applicable to a specific context. These investigations are considered to establish highly significant postulates; however, none of them allude to the use of water sports as a means of social inclusion for students from disadvantaged backgrounds in vulnerable communities, as conceived at the time these works were written. At the national level, the work of Filadoro (2004), who addresses preventive work in the teaching and learning process of sports, deserves special mention. The works of Gallego (2006), Suárez (2015), and Muñoz (2017) contribute theories, concepts, and procedures regarding preventive work from a

methodological perspective. They propose the adoption of specific positions, laws, methods, or approaches for its implementation within the subsystems of the National Education System. However, despite their theoretical value, they lack proposals specifically aimed at using water sports in preventive work as a means of inclusion.

In this region, the research of Colas (2016), Martín (2019), and Álvarez (2022) stands out, offering important contributions related to preventative work in different university programs. These studies focus on recreational activities without considering the potential of water sports as a means of inclusion in vulnerable communities.

In the field of Physical Culture, Pérez (2002), Díaz (2007), Martín (2019), and Rodríguez (2020) delve deeper into this topic, contributing a system of physical-recreational activities for addressing preventative work in its various diagnostic phases.

However, their research has not always considered the role of water sports in proposing procedures that emphasize their use as a means of inclusion in vulnerable communities. In this regard, preventative work must be designed to meet the new demands in the sports field, revealing the connections between concepts, definitions, pathways, and procedures within vulnerable communities. This is essential for physical education professionals to perform effectively in their various contexts.

For these reasons, a framework is proposed that strengthens the social inclusion of students from disadvantaged backgrounds in vulnerable communities. This framework involves the participation of all individuals involved in the strategy, community stakeholders, and the creation of an equitable space through sports participation.

Based on the foregoing and in accordance with the problem addressed, the following **scientific problem** is declared: How can we contribute to the inclusion of socially disadvantaged students in the practice of water sports in vulnerable communities of the municipality of Caimanera?

To contribute to the solution of the declared scientific problem, **the objective** is proposed as follows: to develop a theoretical-methodological framework that is embodied in an intervention strategy to contribute to the inclusion of socially disadvantaged students in the practice of water sports in vulnerable communities.

The **hypothesis** is: by implementing a theoretical-methodological framework that is embodied in an intervention strategy based on the inclusive corrective method and supported by didactic

procedures, we will contribute to the inclusion of socially disadvantaged students in the practice of water sports in vulnerable communities.

Methods

The following research tasks are declared to provide a solution to the scientific problem and fulfill the defined objective:

1. Establishing the theoretical framework for the preventive sports process for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities.
2. Characterizing the current state of the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities of the Caimanera municipality.
3. Developing a theoretical-methodological framework that translates into an intervention strategy to contribute to the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities.
4. Evaluating the feasibility of the theoretical-methodological framework to contribute to the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities.

To accomplish these tasks, various research methods and techniques will be used, which are described below:

Analysis and Synthesis: with the objective of evaluating and establishing a position regarding inclusive sports treatment with a gender focus that should be provided to socially disadvantaged students in vulnerable communities through inclusive sports activities. This constitutes one of the contributions to the work and to the systematization of the theoretical aspects related to the research topic.

Induction and Deduction: for the didactic-methodological foundation of the use of educational-sports activities with the participation of socially disadvantaged students in vulnerable communities.

Systemic Structural Functional: with the objective of developing the theoretical-methodological conception that is embodied in an intervention strategy to contribute to the inclusion of students in social disadvantage to the practice of nautical sports in vulnerable communities.

Structured observation (non-participant): This was applied to students from socially disadvantaged backgrounds.

Participant observation: This was conducted to identify areas of agreement and disagreement regarding the intervention strategy.

Documentary Study: Psycho-pedagogical records, cumulative records of students from socially disadvantaged backgrounds, lesson plans, and family activity reports were reviewed, taking into account the valuable information each document provides about these students, their families, and their community.

Survey: A survey was administered to physical education teachers, members of the People's Councils, and representatives from cultural, sports, and recreational institutions to gain a deeper understanding of the limitations in the treatment of students from socially disadvantaged backgrounds and to verify the psycho-pedagogical methods and resources used in their treatment. It was also administered to assess the level of knowledge of students from socially disadvantaged backgrounds. Semi-structured interview: with families, directors, Physical Culture teachers, physical education and recreation teachers and the group of socially disadvantaged students selected to learn about the mastery and use of the comprehensive diagnosis.

Expert Review: To gather expert opinions on the theoretical and methodological framework and the intervention strategy, in order to assess its feasibility.

Pre-experiment (pretest-posttest with a single group): To evaluate the relevance of the intervention strategy.

Socialization Workshops: Facilitated the sharing of contributions and the collection of reliable information about the proposal.

Methodological Triangulation: To compare the results of the expert review, the pre-experiment, and the socialization workshops related to the evaluation of the proposal.

Statistical-Mathematical Analysis

Descriptive (calculation of proportions) and inferential analysis were used to quantify the results of the instruments applied throughout the research process and to process the data obtained. Absolute and relative frequencies were calculated, and the Wilcoxon signed-rank test was performed.

The population consisted of 14 physical education teachers and 2 administrators from vulnerable communities in the municipality of Caimanera, as well as 53 socially disadvantaged students who served as key informants.

RESULTS

The term “theoretical-methodological conception” has begun to appear frequently in scientific research since the beginning of this millennium, but few authors have defined it. To understand the concept of theoretical-methodological conception, to obtain it, and to use it in explaining and transforming reality, it is necessary to conduct a detailed analysis of the terms that comprise it. First, we must analyze what conception is, then the theoretical aspects, and finally the methodological aspects.

The word *conception* comes from the Latin *conceptio* and means “to form an idea, to create a concept of something.” According to the philosophical dictionary, conception is “a system of ideas, concepts, and representations about the surrounding world.”

From this perspective, the author of this research defines a theoretical-methodological conception to contribute to the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities as:

“A theoretical representation that addresses a system of knowledge, categories, and components that contribute to the inclusion of socially disadvantaged students, using the practice of nautical sports in vulnerable communities as an essential means.” (Charón, 2023).

The proposed approach is systemic, as it is built upon the systemic-structural-functional method. This method enables a comprehensive understanding of social disadvantage, inclusion, gender perspectives, and vulnerable communities, allowing for the determination of the structural and functional elements of the didactic model and the establishment of relationships between its components.

It is characterized by its openness and dynamism, recognizing the complexity and dynamics of the preventive sports process, inclusion, and vulnerable communities, given the relationships between its components and categories. It constantly promotes exchange and interaction among physical education teachers, administrators, and socially disadvantaged students.

Other distinguishing qualities are its flexibility and operability. By respecting the specific conditions of the vulnerable communities in the municipality of Caimanera, it aims to transform the initial state of these communities into a desired state that satisfies the social and individual needs of those involved.

Finally, it is important to highlight that this theoretical-methodological framework is framed within nautical sports and is applicable to others.

Therefore, a theoretical-methodological framework serves as a basis for interpreting the objects and phenomena of a reality, and at the same time, it methodologically guides the transformation of that reality through the execution of a specific activity, making explicit the principles that support it, as well as the point of view or starting point that is assumed. In light of this conclusion and in accordance with it, the proposed theoretical-methodological framework has the structure detailed below.

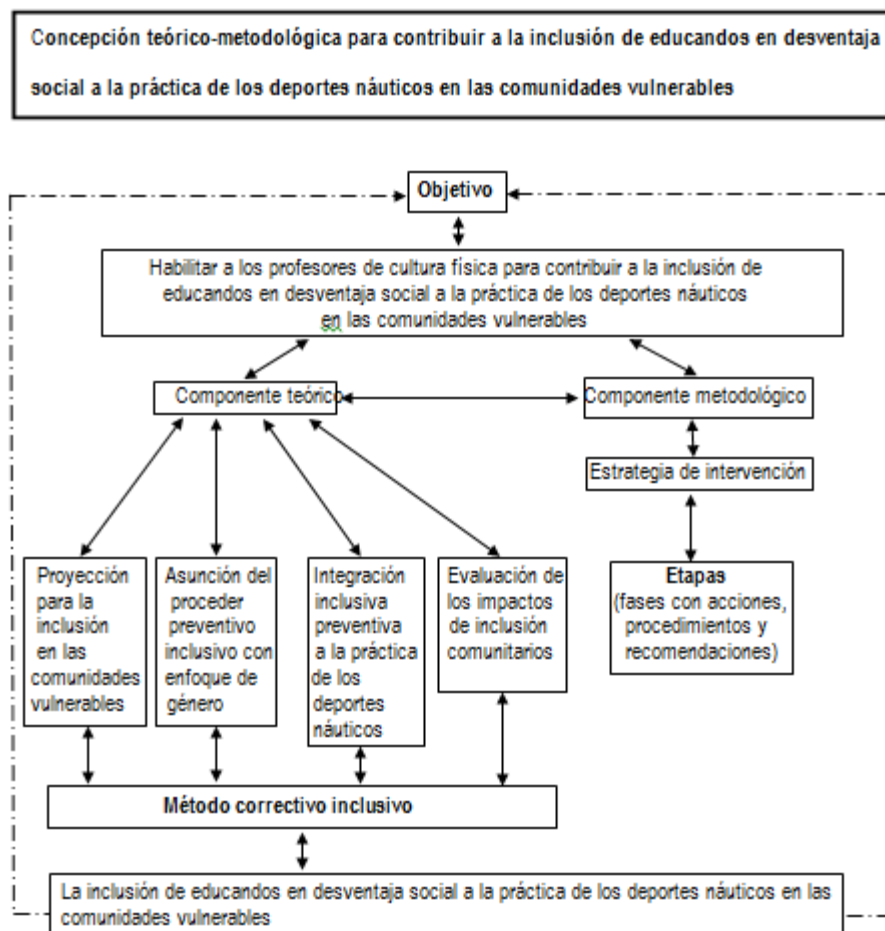
In the description of the structure of the theoretical-methodological framework, the theoretical-conceptual component is considered of a lower order; it results from the relationships established between the categories: Projection for inclusion in vulnerable communities, Adoption of inclusive preventive procedures with a gender focus, Preventive inclusive integration into the practice of nautical sports, and Evaluation of the impacts of community inclusion. It interacts systemically with the higher-order component related to methodology, which consists of the following elements: the intervention strategy, containing stages, actions, procedures, and recommendations.

Its foundation stems from revealing the essence of including socially disadvantaged students in the practice of nautical sports, specifically regarding the gender approach, which leads to the development of appropriate behaviors and a mode of action consistent with our society.

It is imperative to highlight the implementation of the structural and functional systemic method in the proposal, based on the fundamental premise of hierarchical order and the inherent logic of each component, which reveals its methodological character as an expression of its functionality. Each proposed component corresponds to the diagnosis carried out, which reveals the gap and void in the epistemological framework of this process of including socially disadvantaged students in the practice of water sports in vulnerable communities.

The following diagram illustrates the structure of the theoretical and methodological approach for including socially disadvantaged students in the practice of water sports in vulnerable communities, as an expression of the dialectical relationship and interrelation of each of its components and the categories that comprise them, in such a way as to fulfill the systemic-structural and functional method as one of the fundamental premises assumed.

Fig.1- Representation of the structure of the theoretical-methodological conception for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities



DISCUSSION

Among the requirements for achieving collaborative integration in the inclusion of socially disadvantaged students in water sports in vulnerable communities, the implementation of a theoretical and methodological framework stands out. This framework should allow for the planning of actions and steps as a system that prioritizes the articulated logic of this process by physical education teachers.

The articulation and achievement of a collaborative integration process for the inclusion of socially disadvantaged students in water sports in vulnerable communities must be based on the ability to unify criteria, clarify theories, apply creativity, and be receptive to the thinking behind the process. However, the successes and shortcomings of physical education teachers' professional performance must be continuously addressed, and from this interrelationship emerges the category of evaluating the impacts of community inclusion.

The articulation and achievement of a collaborative integration process for the inclusion of socially disadvantaged students in water sports in vulnerable communities must be based on the ability to unify criteria, clarify theories, apply creativity, and be receptive to the thinking that follows. Its purpose is to coherently evaluate the methods and procedures used by Physical Education teachers, from the initial theoretical framework to its articulation through an integrative approach.

It provides Physical Education teachers with the opportunity to relate or integrate knowledge within the inclusive prevention process in vulnerable communities.

The developed procedures allow for the correction and self-correction of identified limitations and deficiencies regarding the inclusion of socially disadvantaged students in water sports within vulnerable communities.

The proposed theoretical and methodological approach is based on the following assumptions: philosophical, sociological, pedagogical, psychological, and didactic, which constitute essential epistemological foundations for explaining its development.

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