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Theoretical conception for the improvement of teachers in areas and therapeutic classes of Physical Culture

[Concepción teórica para la superación de profesores de áreas y aulas terapéuticas de Cultura Física]

[Concepção teórica para o aperfeiçoamento de professores de áreas terapêuticas e salas de Cultura Física]

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Abstract

Introduction: this article was prepared based on the insufficiencies that are evident in the improvement process of teachers of classrooms and therapeutic areas of physical culture of the Minas municipality, which limit their preparation to develop the diagnosis and specialized care that they require patients in their rehabilitation process.

Aim: To design a theoretical conception of improvement for teachers of classrooms and therapeutic areas of physical culture in Minas municipality.

Materials and methods: theoretical level methods such as analytical-synthetic, inductive-deductive and systemic structural-functional, as well as documentary analysis, observation of the empirical level and the application of surveys and interviews were used to develop the research to a population made up entirely of six teachers from classrooms and therapeutic areas of physical culture of the Minas municipality, as well as managers, methodologists, and main teachers of the Sports Combine.

Results: a pertinent solution is offered for the improvement of physical culture teachers in classrooms and therapeutic areas, as a result of the dynamics between the theoretical and instrumental components of the proposed theoretical conception, which has a dynamic structure, open, flexible and contextualized, as well as emphasizing the theory-practice link, objectivity and rationality, orientation towards quality, professional ethics and training in values as guiding ideas of the pedagogical process.

Conclusions: the theoretical conception for the improvement of teachers in classrooms and therapeutic areas of physical culture, presents a systemic and organized approach, is based on the guiding principles and ideas that constitute its epistemological foundations, facilitates the professional growth of teachers and incorporates the current forms and trends of Therapeutic Physical Culture.

Keywords: theoretical conception, upgrading, classrooms and therapeutic areas.

Resumen

Introducción: el presente artículo se elaboró a partir de las insuficiencias que se evidencian en el proceso de superación de los profesores de las áreas y aulas terapéuticas de Cultura Física del municipio Minas, que limitan su preparación para desarrollar el diagnóstico y la atención especializada que requieren los pacientes en su proceso de rehabilitación.

Objetivo: elaborar una concepción teórica para la superación de profesores de áreas y aulas terapéuticas de Cultura Física del municipio Minas.

Materiales y métodos: se utilizaron para el desarrollo de la investigación métodos del nivel teórico como el analítico-sintético, el inductivo-deductivo y el sistémico estructural funcional, así como el análisis documental, la observación del nivel empírico y la aplicación de encuestas y entrevistas a una población conformada en su totalidad por seis profesores de áreas y aulas terapéuticas de Cultura Física del municipio Minas, al igual que a directivos, metodólogos, y profesores principales del Combinado Deportivo.

Resultados: se ofrece una solución pertinente para la superación de los profesores de Cultura Física de las áreas y aulas de terapéuticas, como resultado de la dinámica entre los componentes teóricos e instrumental de la concepción teórica que se propone, la cual posee una estructura dinámica, abierta, flexible y contextualizada, así como enfatiza en el vínculo teoría-práctica, objetividad y racionalidad, orientación hacia la calidad, ética profesional y la formación en valores como ideas rectoras del proceso pedagógico.

Conclusiones: la concepción teórica para la superación de profesores de áreas y aulas terapéuticas de Cultura Física, presenta un enfoque sistémico y organizado, se sustenta en los principios e ideas rectoras que constituyen sus fundamentos epistemológicos, facilita el crecimiento profesional de los profesores e incorpora las formas y tendencias actuales de la Cultura Física Terapéutica.

Palabras clave: concepción teórica, superación, áreas y aulas terapéuticas

Resumo

Introdução: este artigo foi elaborado a partir das insuficiências evidentes no processo de aperfeiçoamento dos professores das áreas terapêuticas de Cultura Física e salas de aula do município Minas, que limitam seu preparo para desenvolver o diagnóstico e o atendimento especializado que necessitam em seus pacientes processo de reabilitação.

Objetivo: desenvolver uma concepção teórica de aperfeiçoamento para professores de áreas e salas de aula de Cultura Física terapêutica do município Minas. desenvolver uma concepção teórica de aperfeiçoamento para professores de áreas terapêuticas de Cultura Física e salas de aula do município Minas.

Materiais e métodos: métodos de nível teórico como Analítico-Sintético, Indutivo-Dedutivo e Sistemico Estrutural-Funcional, bem como Análise Documental, Observação do nível empírico e aplicação de inquéritos e entrevistas foram utilizados para desenvolver a pesquisa a uma população composto integralmente por seis professores das áreas e salas de aula de Cultura Física terapêutica do município Minas, além de gestores, metodólogos e professores titulares do Conjunto Esportivo.

Resultados: oferece-se uma solução pertinente para o aperfeiçoamento dos professores de Cultura Física nas áreas terapêuticas e nas salas de aula, como resultado da dinâmica entre os componentes teóricos e instrumentais da concepção teórica proposta, que possui uma estrutura dinâmica aberta, flexível e contextualizada, bem como enfatizar o vínculo teoria-prática, a objetividade e a racionalidade, a orientação para a qualidade, a ética profissional e a formação em valores como ideias norteadoras do processo pedagógico.

Conclusões: a concepção teórica para o aperfeiçoamento de professores em áreas terapêuticas e salas de aula de Cultura Física, apresenta uma abordagem sistêmica e organizada, baseia-se nos princípios e ideias norteadoras que constituem seus fundamentos epistemológicos, facilita o crescimento profissional dos professores e incorpora a atual formas e tendências da Cultura Física terapêutica.

Palavras-chave: concepção teórica, superação, salas de aula e áreas terapêuticas.

Introduction

In Cuba, since the triumph of the Revolution, physical activity has experienced widespread development in its promotion and practice, which has been linked to a significant number of projects aimed at raising the quality of education, improving the health of the population in general, and addressing its diversity.

Thus, therapeutic physical education classrooms and areas emerged as a social need to serve students with disabilities who are unable to complete physical education in schools. However, their functions have expanded and transformed to meet the multiple and diverse rehabilitation needs of patients in the communities where they are located.

Therefore, the results in therapeutic areas and classrooms of Physical Culture depend significantly on the level of preparation of their teachers to confront and provide solutions to the problems that arise daily in professional practice. In this regard, it is essential to take into account the multiple facets and the multifactorial nature of the pedagogical process of caring for students and the rehabilitation of patients that takes place in these spaces.

Therefore, in line with the purposes of this research, the contributions of Añorga (1989); Valle and Castro (2002); Ramírez (2018); Hidalgo (2019); Gómez (2019); Taro (2019); Armenteros *et al.* (2019); Mederos *et al.* (2019); Rodríguez and Pérez (2020); González (2020); Delgado *et al.* (2020); Betancourt (2023); Cabrera (2023) and Pérez *et al.* (2024) were taken into account. Among other authors, they provide diverse definitions and approaches to the improvement activity, which is declared in the Official Gazette of the Republic of Cuba (Decree Law No. 350/2018) as the fundamental basis by which university graduates advance, based on the training needs related to the positions they occupy or for which they are preparing.

In this sense, the development of teachers in therapeutic areas and classrooms of Physical Culture is conceived as a permanent and dynamic process, based on a set of theoretical and methodological foundations and requiring a design through the organizational forms of postgraduate professional development, focused on the acquisition of knowledge, the development of skills and the strengthening of values, to face educational challenges and improve the quality of work.

However, the training of teachers in the therapeutic areas and classrooms of Physical Culture in the municipality of Minas falls within the framework of the general plan for all professionals in this specialty, linked to the development of sports, educational, and recreational activities in the area. Therefore, it does not address aspects that are essential for the work carried out there, especially with regard to the diagnosis and specialized care of patients.

On the other hand, an analysis of the results of the work carried out in the therapeutic areas and classrooms of this municipality shows that the teaching staff lacks up-to-date knowledge in line with current trends in Therapeutic Physical Culture and has not yet reached the desired levels. This confirms that their training is insufficient, especially in making an accurate diagnosis of patients' physical and functional capacities and determining the specialized care they require; making the necessary adaptations to programs; planning and teaching classes; and providing guidance to families to ensure the continuity of the rehabilitation process at home.

Likewise, in order to achieve a better understanding of the proposed theoretical conception, the concepts and definitions provided by authors such as Capote (2011); Breijo (2019); Macías (2019); Marcos *et al.* (2021); Corahua and García (2022); Aliaga (2023); Cabrera (2023) and Hernández *et al.* (2024) are taken as references in relation to its structure, content and meaning as a scientific result, so in accordance with the objectives of the research, this is assumed as a form of systemic organization of scientific knowledge based on the results of the sciences, which contains the foundations, principles and guiding ideas that provide a particular explanation of the object of study and is concretized in an instrumental derivation that guides practice.

Thus, the objective is to develop a theoretical concept of development for teachers of therapeutic areas and classrooms of Physical Culture in the municipality of Minas.

Materials and methods

The following methods were used to develop the research:

Theorists:

- Analytical-synthetic: in the analysis of the influence of each particular factor, and in summarizing the interpretations, reflections and fundamental aspects of the literature and sources consulted, as well as the elaboration of conclusions.
- Inductive-deductive: for the identification of the aspects that constitute regularities in the treatment of the subject, the assessment from different theoretical positions and their systematization in the elaboration of the theoretical conception.
- Systemic structural functional: in the construction of the theoretical conception, the elaboration and organization of the strategy as a practical instrument of the same.

Empirical:

- Document analysis: for the study of articles, teaching materials, content sheets, theses, and other documents related to the research topic.
- Observation, surveys, interviews: facilitated the verification of the teachers' scientific and methodological preparation to contribute to the improvement of the rehabilitation process to be developed in the therapeutic areas and classrooms of Physical Culture.

The research population consisted of six teachers from the therapeutic areas and classrooms of Physical Culture in the Minas municipality.

Results and discussion

The proposed theoretical conception of development for teachers of therapeutic areas and classrooms of Physical Culture aims to establish the elements that support their preparation in the municipality of Minas, through a theoretical component containing the foundations, principles and guiding ideas, and an improvement strategy as its instrumental component, with its characteristics, stages and the planning of the actions that comprise it.

In this sense, in the diagram of the theoretical conception shown below, Cabrera's idea (2023) is used for its structuring and content (Figure 1).

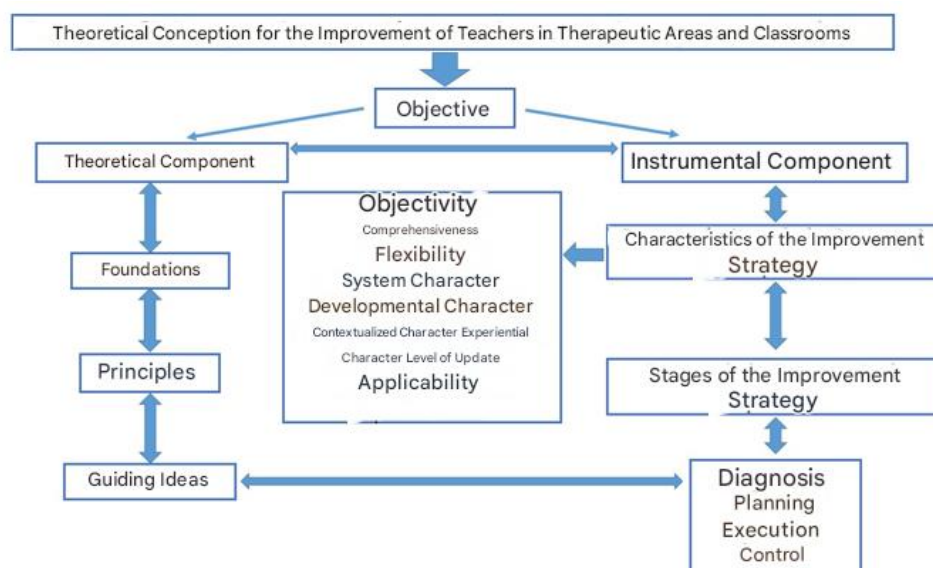


Fig. 1. - Graphic representation of the theoretical conception for the improvement of teachers in the therapeutic areas and classrooms of Physical Culture

The theoretical component It covers the components that support the preparation that the teacher must achieve to carry out his/her performance with quality in his/her work area as a professional (Sarracen *et al.*, 2024). Thus, it reveals the logic of the interrelation between improvement and rehabilitation that takes place in therapeutic areas and classrooms, as an organizational unit of a training process in which demands, criteria

and levels of complexity of the professional tasks to be completed are integrated through the activities planned in each of the stages, and the levels of independence with which teachers must solve these tasks (Marcos *et al.*, 2021; Toledo and Cabrera, 2021; Suárez *et al.* 2022).

In accordance with the above, the foundations of the theoretical conception constitute theoretical constructions that integrate categories of philosophical, sociological, psychological and pedagogical order.

Philosophical foundation, which allows to analyze and interpret the processes with an approach centered on communication relationships, thus recognizing the importance of the conscious learning of the subject, resulting from their social interactions, and seeking to identify the current state of preparation of teachers and plan actions at each stage to achieve a desired state that satisfies the needs of educational and personal transformations.

At the same time, the historical approach is taken into account in understanding the evolutionary process of physical and sports activity, which constitutes an important premise in the analysis of the aspects related to the preparation of Therapeutic Physical Culture professionals.

On the other hand, the unity of theory with practice is taken into account, the improvement of the subject in the development of his practical and transformative activity as a result of his social interactions, as well as the influences of the interrelationship between the different socializing agencies, fundamentally the school and the group in the education and development of man.

Therefore, human development is assumed from an optimistic position, highlighting the transformative role of the improvement of teachers in therapeutic areas and classrooms of Physical Culture, which is conceived on the basis of the unity between cognitive, practical and evaluative activity, from its planning, organization, execution and its

control, which promotes their professional development, by internalizing the lived experience in the context that surrounds them.

Sociologically, it is based on Marxist sociology, on self-improvement for life, on the active role of the subject in the transformation process, providing an opportunity to socialize information in order to meet the demands of Therapeutic Physical Culture and engage in constant reflection.

Furthermore, it is based on the necessary integration that must exist between the work of teachers and the influence of various educational agents involved in the rehabilitation process, such as schools, families, the community, and political, mass, and social organizations, such as institutions linked to the healthy practice of sports and recreation.

This has its starting point in the behavior of the subject in the social environment, that is, in relation to socialization, understood as something that does not occur in an abstract way to give rise to the development of the individual, but rather is the material condition that characterizes the social environment that surrounds the subject, being essential for transformation as a human being, distinguishing its active role.

Thus, social relationships within therapeutic areas and classrooms of Physical Culture must be harmoniously combined, first and foremost intergroup relationships, which are of a distinct and highly complex nature. Within these relationships, individuals become personalities who, through their activities and communication, establish historically concrete relationships with each other and with the objects and subjects of culture. This demonstrates the dialectical unity between socialization and individualization for the development of personality.

psychological perspective, the premise is based on Vygotsky's historical-cultural approach. Thus, by analyzing the object of study, it is necessary to clarify the relationship between psychological and social processes, where the biological and the social act as two dialectical opposites, in order to develop the Therapeutic Physical Culture professional with a well-rounded personality resulting from their work.

The criterion of personality as a social product was also taken into account, under the influence of different educational agents, and it is based on the premise that this is formed in activity and communication where the cognitive and affective aspects form a unity in the improvement strategy for teachers of therapeutic areas and classrooms of Physical Culture, oriented towards the diagnosis and specialized care in the rehabilitation of patients.

personological approach is proposed, which involves not only the recognition of the profession, its meaning in the social context, the importance of its existence in life, but also its regulatory function in the subject's activity.

Therefore, communication plays a very important role as a way to express concepts and make actions conscious, which demonstrates the close relationship between the categories of communication and personality, not only theoretically but also methodologically. These aspects are necessary when interpreting the role of programs designed to promote self-improvement, aimed at knowledge and implementation, based on their performance in Therapeutic Physical Education classes.

In pedagogical terms, the assumptions of General Pedagogy are assumed, including the necessary interaction of instruction, education and development to achieve the acquisition of professional and investigative knowledge and skills and the modes of action in life and for life, from there the role of practice and its link with theory in the training of the professional is revealed, as well as the dynamic interrelation between the personal and non-personal components of the pedagogical improvement process of the Therapeutic Physical Culture teacher.

This analysis focuses on the actions that man undertakes in the course of a work activity, that is, professional pedagogical performance as a fundamental activity of the Therapeutic Physical Culture class, being the most complex and important from the social point of view.

Thus, the value of stimulating cognitive processes, such as sensations, perceptions, and thinking, affective-motivational processes, and personal resources as important as self-esteem and self-worth, as well as the overall development of personality, is recognized.

The proposed theoretical conception takes into account the internalization of the determining aspects in the direction of this educational work, the systematic exchange between teachers, based on the creation of a communicative climate where respect prevails and in which they play an active role in debating and exchanging criteria in relation to the problems identified, reflecting critically on professional problems, as well as the constant interest in the search for solutions to transform reality and acquire knowledge, skills and values, taking into account for this purpose the unity of the affective and the cognitive.

To this end, the completion of individual and collective tasks contributes to deepening the basic content for leading the Therapeutic Physical Culture class, to the comprehensive development of the teachers' personalities and to the stimulation of the achievements made.

The pedagogical process in relation to Therapeutic Physical Culture is the way in which rehabilitation is carried out in an integrated and logical manner as an essential and necessary way to carry out the diagnosis and specialized care of patients, there being a relationship between activity, communication and personality, which must be manifested throughout the improvement strategy, since aspects that favor the development of personality are taken into account.

The development of teachers in therapeutic areas and classrooms of Physical Culture provides the necessary tools to modify the environment and physical education in general. It reflects a fact inherent to human development in the process of historical and cultural evolution of man and ontogenetic development, which generates learning, which in turn generates development, to guarantee better preparation and perfection of their work.

In this regard, it should be emphasized that, in practice, the Therapeutic Physical Culture profession is an almost uninterrupted activity, as the process of perceiving and analyzing the situation, as well as solving the problem, takes place throughout the course of their entire professional life. Therefore, the proposal focuses its actions on the individual and collective education of teachers in order to achieve appropriate preparation that allows them to operate in the context in which they work, where the sharing of knowledge is necessary for the development of the practice.

The principles are the elements that emerge from the systematization of existing scientific content, enriched and adapted to the concept. Therefore, the development of teachers in therapeutic areas and classrooms is based on:

The principle of the unity of the scientific and ideological character of the pedagogical process, by taking scientifically proven elements to develop the planned actions, taking into account the interests and needs of the subjects and where they have to demonstrate their knowledge about professional development in Therapeutic Physical Culture.

The principle of connecting life with the social environment and work, in the conception of actions to be carried out from the workplace, where they must be protagonists and capable of applying the knowledge and skills studied, expressing their assessments and reflections.

The principle of the unity of the instructive, the educational and the developmental in the conception and design of the various activities during the improvement process of the teacher who works in Therapeutic Physical Culture, through the correspondence of the actions with the modes of action of the subjects and the problems of our social reality, through the development of skills and capacities that promote thought, reflection and creativity.

The principle of the unity of the affective and the cognitive Through the formation of convictions, which will allow individuals to act according to their points of view,

expressing their feelings, emotional state, personal interests, and goals they intend to achieve during professional development.

In summary, the professional development of teachers in therapeutic areas and classrooms of Physical Culture is based on social norms, the transmission of practical knowledge and important elements of education in general, facilitating exchange, socialization, communication, and their integration into the system of relationships in the rehabilitation process of patients.

The proposed theoretical concept is based on guiding ideas that constitute epistemological foundations for the development of teachers in therapeutic areas and classrooms of Physical Education, which can foster professional growth and improve the quality of diagnosis and specialized care in-patient rehabilitation. These are:

- The linking of theory with practice, which It involves the effective application of knowledge in practical activity, which contributes to improving the quality of the rehabilitation process and the specialized care that each patient demands, promoting an approach based on evidence and constant reflection.
- Objectivity and rationality by promoting an approach based on impartiality and logical thinking in the development of professional development, which involves basing decisions and improvement actions on objective data and scientific foundations, avoiding prejudices and subjective judgments.
- Quality orientation, by directing improvement toward continuous quality improvement in practice, seeking to raise the standards of specialized care and guarantee positive outcomes for patients.
- Professional ethics and values training, emphasizing the importance of professional ethics, respect, and empathy in working with patients, promoting values that contribute to their comprehensive development and well-being.

The instrumental component It allows to systematize in practice the elements contained in the theoretical component (Torres *et al.*, 2023), focused on the organization of an improvement strategy where the stages, actions and methodological orientations are interrelated, which make its materialization in practice possible and allows the transition from the current state of preparation of the teachers of the therapeutic areas and classrooms of Physical Culture of the Minas municipality to the desired one.

This constitutes a strategy, a word that comes from the Greek word "stratego" meaning general, and its origins are revealed in the military field, transferring with great success to the economic sphere and has found ownership in other spheres of society, in which the educational sphere has not escaped its reach.

The analysis and study of this concept of strategy included the consultation of various authors, among which Armenteros *et al.* (2019); Mederos *et al.* (2019) and Rodríguez and Pérez (2020) stand out, who express that the strategies They represent the pedagogical orientation for transforming an object; they are based on a diagnosis that identifies a problem; they are planned and executed through a series of intermediate, progressive, and coherent actions, which allow the proposed objectives to be gradually achieved, leading the object of study toward the desired state.

Furthermore, they state that a strategy originates in the practice itself, with a logical combination of actors, factors and actions chosen from among several alternatives, in order to achieve a specific objective in a given context and they are ways of moving from reality to vision, so they are based on the process and the content of the objectives.

Thus, they consider the strategy to be a set of actions carried out with the aim of meeting the needs for improvement from a theoretical and practical perspective, based on a comprehensive assessment of teachers' potential and needs, as well as the projected gaps in improvement in the region.

Therefore, an improvement strategy is an action plan designed to guide and facilitate progress and growth, providing the tools, resources, and opportunities necessary to achieve the proposed goals, through a system of actions designed to bring about changes in the way teachers carry out their work, taking into account the institutional mission and encouraging the independent acquisition of new theoretical and practical knowledge.

In line with the above, the development strategy for teachers in therapeutic areas and classrooms of Physical Culture in the municipality of Minas constitutes a system of actions aimed at raising their level of preparation for the diagnosis and specialized care of patients, with sufficient flexibility, dynamics, systematicity and coherence to facilitate optimal management of this process.

Therefore, the starting point is that the attention in the rehabilitation process is differentiated for each patient, which nuances the interaction between the teacher and the group, by addressing those elements that are general for all and what each of them requires, in accordance with the injuries, conditions and/or specific needs they have.

Therefore, it is intended to guide teachers in raising their level of preparation in the diagnosis and specialized care of patients in rehabilitation, as well as in the execution of actions that contribute to perfecting their theoretical, methodological, and practical knowledge in the correct development of this process.

Furthermore, its overall objective is to improve the training of teachers in therapeutic areas and classrooms of Physical Education for the diagnosis and specialized care of patients in rehabilitation, in addition to promoting self-improvement as a way to enhance their abilities and skills.

In its elaboration and related to the purpose of the research, Ramírez's (2018) ideas on the characteristics that an improvement strategy should have been contextualized as presented below.

- Objectivity, which is manifested in the actions proposed based on the analysis of the results of the applied diagnosis and the need to develop and transform the way teachers in therapeutic areas and classrooms of Physical Education operate.
- Comprehensiveness, considering the qualities, values, methods of action, leadership skills, as well as the guidelines and instructions established for the development of the process in the proposed actions, which are based on the potential offered by the school's work and the different factors that comprise it.
- Flexibility, because it is susceptible to change, taking into account its capacity for redesign in accordance with the results obtained during the implementation of the actions, the proposed objectives, the needs, as well as its adaptability to the specific conditions in which it is applied.
- The system character, since it is based on the interrelationship that exists between diagnosis, general objective, stages, specific objectives, action plans and evaluation, which are presented in a logical and hierarchical order.
- The developmental nature of the program allows for the development not only of the teacher's way of acting, but also of their skills, qualities, and values, through interaction with patients, enabling the active and creative appropriation of culture and a close relationship with the socialization processes to transform the Physical Therapy class into a meaningful cultural environment.
- The contextualized nature, given that the proposed actions can be adapted to the characteristics of each member and interact in different socializing contexts, which are carried out during the Therapeutic Physical Culture class according to the teaching objectives and priorities.
- The experiential nature, by assuming the experiences of the participants in the pedagogical process as important and permanent elements of the content of the actions, allows the teacher and the patients to know themselves and interact with the environment.

- The level of updating, as it materializes current concepts about the Therapeutic Physical Culture class based on the participatory style, as well as the contents and indications collected in the documents referring to the improvement of Physical Education professionals in terms of their moral qualities, knowledge of the activity, ethics, methods, mode of action, leadership, convictions, aspirations, etc.
- Applicability, with minimal resources and providing the means for all participants to access it.

Likewise, its structure includes the following stages with their corresponding actions:

Diagnosis: which characterizes the current state of the improvement of teachers of therapeutic areas and classrooms of Physical Culture to develop the rehabilitation process of patients, through the design of the necessary instruments to determine the needs of improvement of teachers and the study of the context where the research is carried out, in relation to material resources, human resources, infrastructure, climate, etc.

Planning: in which the improvement actions to be carried out with the teachers in the improvement process are developed, through the design of the various organizational forms that will be used and their content.

Execution: in which the designed improvement activities are developed, composed of nine topics that respond to the needs identified in the diagnosis, organized into a conference, a seminar and seven workshops.

Control: to evaluate the results of the strategy through reflective exchange among teachers on the impact of the improvement activities carried out, as well as their experiences and results in the process of specialized care for patients during rehabilitation.

Conclusions

The theoretical conception for the improvement of teachers of therapeutic areas and classrooms of Physical Culture of the municipality of Minas, presents a systemic and organized approach, is based on principles and guiding ideas that constitute epistemological foundations, which facilitate the professional growth of teachers and incorporates the current forms and trends of Therapeutic Physical Culture , with a dynamic, open, flexible and contextualized structure to the theoretical and practical budgets.

Its structure contains a theoretical and an instrumental component, in which the epistemological contributions are concretized through an improvement strategy, which consists of a dynamic, open, flexible and contextualized structure, as well as emphasizing the theory-practice link, objectivity and rationality, orientation towards quality, professional ethics and training in values as guiding ideas of the pedagogical process.

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The authors declare that they have no conflict of interest.

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The authors participated in the documentary analysis and writing of the work.



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