

The professional ability to plan in the academic year of the career of Physical Culture

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ABSTRACT

This article aims to propose a methodology for developing the professional skill of planning with a deliberate focus on the academic year of Physical Education programs. This methodology incorporates new components and essential relationships between subsystems that meet the demands of today's Physical Education professionals in developing methodological work. The research employed scientific methods and techniques such as historical-logical analysis-synthesis, inductive-deductive analysis, document analysis, observation, surveys, and interviews, which allowed us to identify theoretical, practical, and methodological limitations for developing this skill.

Keywords: Professional skills; Planning; Methodology; Academic year; Teacher

Introduction

The training of the Physical Culture professional nowadays requires profound transformations that lead to the fulfillment of the demands of the study plan, in order to guarantee an adequate employability.

From the perspective of the teaching process, methodological work has proven to be one of the most important ways to prepare teachers to increase the efficiency of the pedagogical mastery, improvement and optimization of their work system, in order to comply with the directions and priorities of the educational work, in correspondence with the needs imposed by the advances of science and technology to the development of the same.

For the above reasons, one of the main directions of the educational work is the diversification of the ways and procedures to be used for the methodological work, especially the one aimed at the development of the professional ability to plan in the academic year, because it constitutes a priority in the knowledge and performance of the teacher and the future professional of Physical Culture in terms of the projection and adequate improvement of the educational teaching process.

After the application of a factual diagnosis, a lack of concrete contributions for the development of the professional skill of planning with an intentional approach in the third academic year of the course was identified, which supports the need to deepen the dynamics of this process, as well as the improvement of the methodological work in the academic year?

That is why the objective of this article is to elaborate a methodology that contributes to the development of the skill of planning with an intentional approach in the academic year of the Physical Culture course.

Development

For the application of the study plans, the methodological work, considered by García and Caballero (2003) as “the main way for the preparation of the teachers with a view to achieving the concretion of the system of influences that allow the fulfillment of the main directions of the educational work” (p. 36), has allowed from systematic, deep, dynamic and flexible designs, the development of scientific pedagogical processes, and with it, the contribution of modes of action aimed at facing with quality the challenges and transformations, in terms of teacher preparation and the effectiveness of the teaching-learning process.

In accordance with the above, the importance of the academic year as “the fundamental cell of methodological work” (Díaz, 1998, p. 5) and in turn, as “the result of the horizontal integration of the contents of the disciplines that constitute it” (Horrutiner, 2008, p. 23), in which the model of the professional, the objectives of the year and the development of professional skills are taken into account, should be emphasized.

Based on the above, the study on the development of professional skills is considered a current and necessary topic for science due to its impact on the quality of the educational teaching process and the performance of the professional in various contexts.

Currently, there are several authors who have addressed in their studies the topic related to professional skills, as the essence of professional performance and transformation of the object of the profession, among them, Álvarez (1999); Bermúdez and Pérez (2002); Añorga (2002); Ferrer (2002); De Miguel (2003); Hechavarría and Mestre (2008); Rosales and Fariñas (2008); Moreno (2009); Feria and Concepción (2010); Mulet (2014); Padrón (2015); among others.

In this sense, Hechavarría (2008), cited by Hernández (2018), assumes that professional pedagogical skills:

constitute the set of intellectual, practical and heuristic actions correctly performed from the operational point of view by the subject of education, when solving pedagogical tasks, that is, the domain of the actions of the socio-pedagogical direction that guarantee the achievement of the results of teaching and education.
(p. 32)

In the context of Physical Culture, the professional ability to plan favors, according to Hernández (2018), decision-making on the determination of tasks and activities to be executed in correspondence with the objectives, contents, methods, means, evaluation and forms of organization foreseen in the process that the Physical Culture graduate must face.

In spite of the above, in the research consulted, one of the aspects least addressed as part of the methodological work in the different disciplines and year groups, is the development of the professional ability to plan in order to achieve better preparation of the teacher and better results in the students' learning.

This limitation indicates that the preparation process of teachers in the academic year lacks a projection that favors the adequate development of this skill, which demands a deeper attention to it, and therefore, a higher level of performance of the acting subjects, which modifies the current educational practice and at the same time, generates changes in the methodological order, which contemplate the contents, methods and organizational forms in correspondence with the current demands and the new contexts.

To address this problem, a population of 12 teachers belonging to the third academic year of the Physical Culture course at the University of Guantánamo was used, using scientific methods.

Theoretical methods used were analytical-synthetic, inductive-deductive, structural-functional systemic, and document analysis to determine and analyze the theoretical references and possibilities offered by the methodological work, to establish the structural and functional elements of the methodology and the relationship between its components in order to achieve the development of the professional skill of planning, as well as to verify the main methodological results in the third academic year of the Physical Culture course of the work related to the development of the professional skill of planning.

As empirical methods were used: structured observation to verify the scientific-methodological preparation of the teachers of the third academic year when teaching classes related to the development of the professional skill of planning, the survey, the interview to teachers of this same organizational level and heads of discipline, to determine the level of knowledge on the development of the professional skill of planning and the methodological projections.

When issuing a general evaluation of the dimension “Professional theoretical-methodological knowledge”, it can be seen that in the survey applied, 10 teachers (83.3%), coincide in expressing that the level of knowledge about the theoretical-methodological presuppositions for the development of the professional skill of planning from the methodological work is unfavorable, while 11 (91.7%) affirm that the indications received in the survey are not very good, while 11 (91.7%) affirm that the indications received in the survey are not very good.7%) affirm that the indications received are inadequate, characterized by their lack of systematicity and concreteness on the application of methods and procedures that favor the development of this skill, which has a negative impact on their preparation to face this process.

In the interview applied, nine teachers (75.0%) of the third academic year evaluated as insufficient the level of preparation, lacking didactic procedures that favor an adequate development of the professional skill of planning, taking into account its structural components.

As a result of the same, criteria expressing insufficiencies stand out, which are related to:

1. The lack of a solid theoretical and methodological preparation that allows for quality planning of the teacher's pedagogical activity and thus guarantee the effective fulfillment of the objectives of the teaching-educational process and contribute to the integral preparation of the student.
2. The insufficient link between the theoretical and practical contents linked to the professional skill of planning, which hinders its development.
3. Limitations in the professional performance of teachers to face the challenges associated with the professional ability to plan, since there is a lack and inadequate management of didactic resources for its development.
4. Inadequate guidance to students on how to solve professional problems related to the profession through the adequate use of the professional skill of planning.

With respect to the dimension “professional qualities”, it was found in 26 observations of classes, methodological preparations and forms of methodological work, insufficiencies related to planning and the use of procedures, as an expression of an insufficient preparation of the teacher for the development of the professional skill of planning, which is concretized in the low levels of help offered by teachers to students, which affects their correct training and improvement.

On the other hand, in the study of the documents and regulations governing methodological work in Higher Education, the existence of very general guidelines for the development of methodological work was found, without specifying the procedures for the development of the professional skill of planning. It was also confirmed that 58% of the analyzed documents corresponding to the year and career, show limitations in the projection of the preparation of teachers in the third academic year according to the development of the same, reason that exposes the need for its improvement.

In accordance with the limitations in the level of preparation of teachers at this organizational level, expressed previously, a methodology is presented whose objective

is to enable teachers to contribute to the development of professional skills in the academic year with an intentional approach. (See figure 1).

Source: Self elaboration

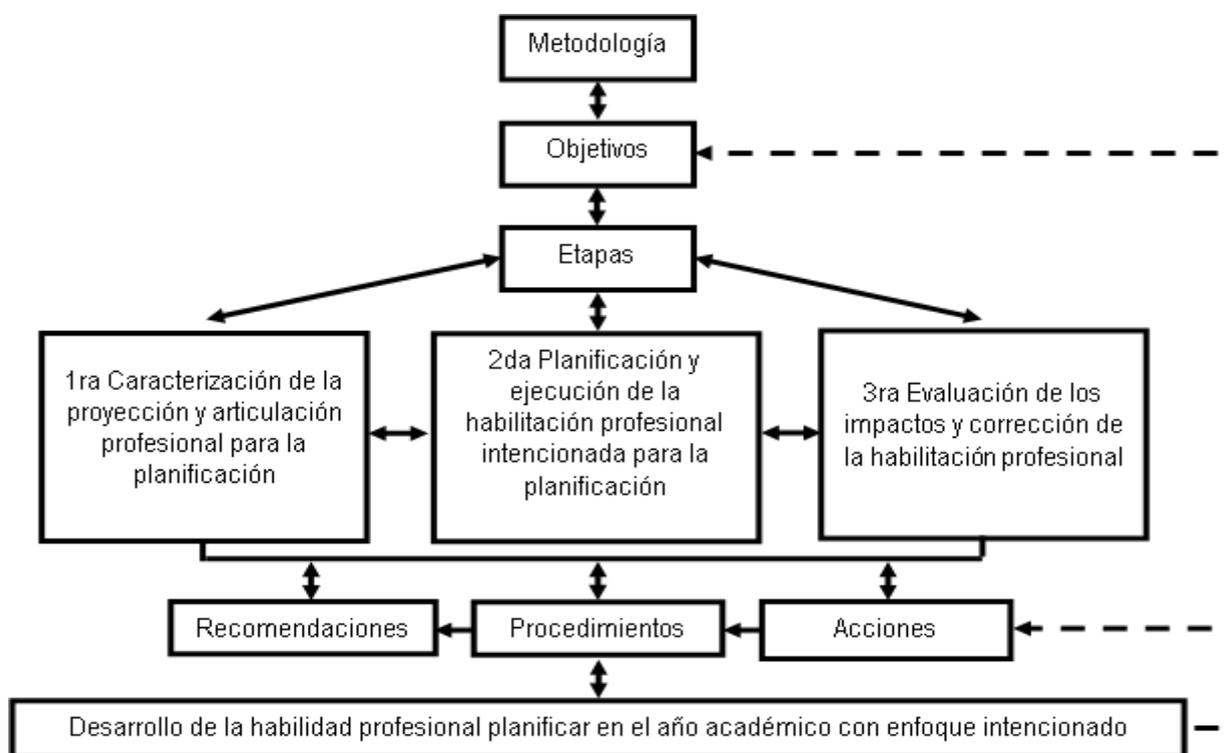


Figure 1. Methodology

To structure and implement the methodological actions of this proposal, the works of the authors Álvarez (1999); Rodríguez and Bermúdez (1996); Addine (2001); Jiménez (2004); Téllez and Torres (2005) were consulted; Carro (2017), assuming the criteria of De Armas (2006) and Valle (2011), who consider the methodology as a systemic sequence of stages, in which actions or procedures dependent on each other are included, which allow the achievement of certain objectives, which, by coincidence of the criteria of the aforementioned authors, the presence of two structural apparatuses is recognized, the theoretical or cognitive and the methodological or instrumental.

It is based on the dialectical-materialist conception of the world, the postulates of the historical-cultural theory of Vygotsky (1988), the foundations of the Cuban educational model of Addine (2002) and García (2005), from which positions that serve as support in the philosophical, sociological, psychological and pedagogical plane are assumed.

The methodology is characterized for being systemic, flexible, contextualized and dynamic, which enables its use in all academic years of the Physical Culture course. It

consists of three stages, including the objective of each one with its respective actions, has a dialectic and interdependent relationship, and complies with the principles of systematicity and system.

Among the stages of the Methodology are:

The stages are listed below:

- First: Characterization of the professional projection and articulation for planning.
- Second: Planning and execution of intentional professional empowerment for planning.
- Third: Evaluation of the impacts and correction of the professional empowerment.

Methodology for the development of this professional skill planning in the academic year of the Physical Culture career.

First stage: Characterization of the professional projection and articulation for planning: its objective is to characterize the level of preparation of the teachers of the academic year from the professional projection and articulation for planning, guaranteeing the pedagogical professional preparation, first stage of the pedagogical professional habilitating procedure.

General guidelines of this stage are considered the selection and elaboration of instruments, to check the level of knowledge of teachers, the determination of the specific deficiencies and the potentialities of training of the teachers of the third academic year.

Among the general methodological actions of this stage, the following are distinguished:

- Conducting a previous meeting with the human resources that will intervene in the materialization of the proposal.

In this action, the procedures to be taken into account are identified:

- Conducting a scientific-methodological exchange session with teachers and managers to assess their criteria regarding the development of the professional skill to plan in the academic year, as well as to explain the procedure to obtain the necessary information and formulate conclusions, based on the determination of the dimensions, indicators, assessment scale, objectives, selection and/or elaboration of instruments, methods and techniques to diagnose their preparation.
- Explain to the teachers of the academic year the steps to follow to carry out an effective diagnosis in function of projecting the arguments that are assumed as

projection and professional articulation for the development of the professional skill to plan.

In this action, the procedures to be taken into account are identified:

- Determine the level of disposition of teachers to face the development of the professional skill plan through methodological work in the academic year.
- To verify the degree of motivation of teachers regarding the development of the professional skill through methodological work during the academic year.
- To establish the level of knowledge that teachers have about the methodological theoretical foundations that support the development of the professional skill plan through methodological work.

It is also recommended the execution of methodological work meetings and the use of participative techniques with group dynamics.

Second stage: Planning and execution of the intentional professional habilitation for planning: its objective consists of planning and executing methodological actions for the consolidation of professional theoretical-methodological knowledge and professional qualities for the development of the professional skill in the academic year of the Physical Culture course.

It is characterized by the deployment of methodological actions included in the phases of pedagogical professional systematization and pedagogical professional mediation, second and third phases of the planning professional enabling procedure, which, from the projection and execution, propitiate the implementation of solutions to methodological problems to consolidate the professional theoretical-methodological knowledge and the professional qualities for the development of the professional ability in the academic year of the Physical Culture career.

Among the general methodological actions to be developed are:

- To conceive the content of the different activities and forms for the application of the diagnosis.
- To apply the professional planning enabling procedure in correspondence with the results provided by the diagnosis to ensure the execution of the subsequent stages.

For the fulfillment of the objective proposed for this stage, it is necessary to take into account the characterization of the teachers, to verify the knowledge of the documents

that regulate and regulate the development of professional skills, especially the planning skill, as well as the mastery of the theoretical knowledge related to the procedures to be used for the transformation of the current state of the object and the level of willingness of the teacher to face the investigated process.

It is also recommended that when applying the instruments, it is convenient to consider the results of the classroom and discipline controls, subject preparation inspections and the meetings of the discipline group and the academic year, through which the training needs of the teachers are identified and made known, as well as to articulate in a cooperative way the procedure to be carried out in the next stages and to give continuity to the previous one.

Third stage: Evaluation of the impacts and correction of the professional empowerment: its objective is to evaluate the degree of effectiveness of the behavior of the actions included in the planning and execution stage of the professional empowerment from the methodology, from the implementation of the professional empowerment planning procedure, in order to establish the necessary corrections and adjustments in terms of its continuous improvement.

Although this stage constitutes the closing of the methodology, the control and evaluation process is present from the beginning, characterized by its continuity, systematicity and integrality, which favors the assiduous monitoring of the results and the permanent feedback during the whole process of its design and application, characterized by the quantitative and qualitative evaluations that propitiate the definition of achievements and deficiencies, in correspondence with the objectives of the desired state.

Among the general methodological actions to be developed are:

- Submit the development of the professional skill planning to the evaluation of its impact through its conception and implementation in the academic year.
- To compare the results achieved with the application of the methodology and the professional planning enabling procedure.
- To elaborate the necessary precisions for the improvement of the methodology.
- To assess the development of the professional planning skill, based on the changes in the teachers' performance reflected in the students' evaluation and their performance in their different spheres when solving the different teaching tasks.

- In order to achieve the objective proposed for this stage, the following procedures are required:
- Compare the individual results and generate the impact of the professional skill development plan achieved in the academic year.
- Graphing and charting the results obtained.
- Process the qualitative and quantitative aspects for a feedback about the development of the professional ability to plan during the methodological work executed for its correction and projection of new actions.

It is recommended, in turn, that according to the results that are achieved, changes are introduced in the proposal in correspondence with the individual and group characteristics, as variants formed to improve the process of preparation of teachers in the methodology.

It is suggested the realization of integrative workshops of critical opinion and collective construction, that propitiate, through the theoretical-methodological exchange among teachers, to deepen the evaluation of the procedures used, and thus, to serve as references, to contribute to the improvement of the methodology.

From the instructive character of these methodological activities and the thoughtful participation of the teachers in them, the exchange of knowledge and experiences in theoretical aspects related to the development of the professional skill of planning is favored, the collective search for ways and procedures for the solution of problematic situations associated with the practical application of this skill is favored, as well as the achievement of a higher level in their professional preparation.

An evaluation of the results obtained after the application of the proposal (post-test) allows confirming a better preparation of the teacher for the development of the professional skill of planning, concentrating the greatest advances in:

Dimension 1 “professional theoretical-methodological knowledge”:

- The sufficient mastery, discussion and materialization of the normative documents to develop the methodological work in the different activities planned in the classes and in the collective debates developed in the third academic year, evidenced in the observations to the methodological preparations, programmed activities and analysis of the controlled classes.

Dimension 2 “Professional qualities”:

In the samplings to the lesson plans and class observations, there is evidence of greater active participation of the students and the formation in them of values, attitudes, at planned by the teacher well-organized ways and procedures for these purposes, which give output to the lines of methodological work for the development of the professional skill to plan, demonstrating a superior preparation of these to face this process.

Conclusions

The methodology proposed as a tool to develop the methodological work, constitutes a contribution to the preparation of teachers for the development of the professional skill of planning in order to achieve a didactic procedure in the third academic year of the Physical Culture course, which allows the analysis of the elements and components of the pedagogical process in a vertical and horizontal way.

The usefulness of the activities and actions, due to their level of clarity, express their benefit as a guide to execute the teacher's preparation in terms of the development of the professional skill of planning in the third academic year, allowing its correction, cooperative work, reflective thinking when approaching the different knowledge of the sciences in order to face the solution of professional problems related to the different spheres of action of the Physical Culture professional.