



Original article

Recreational activity through Information and Communication Technologies in the Agrarian Law subject

La actividad lúdica mediante las Tecnologías de la Información y las Comunicaciones en la asignatura Derecho Agrario

A atividade lúdica através das Tecnologias de Informação e Comunicação na disciplina de Direito Agrário

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ABSTRACT

The professors of the University of Sancti Spíritus "José Martí Pérez" go through a process of modernization and improvement of their training methods in the Bachelor of Laws career. The professors of the Department of Law of that same university have determined a lack in the Agrarian Law

subject, since the information that students seek related to the content of the subject is scarce, through the efficient use of technologies. The objective of this article is to present the ludic activity through Information and Communication Technologies as a didactic tool that allows students to develop skills in the search for information related to the content of the Agrarian Law subject. The model used is the case study, since a specific sample is analyzed in the Law Degree. This is an investigation based on the analysis of qualitative and quantitative data. The qualitative ones in the form of participatory observations and the quantitative ones obtained from semi-structured interviews, their study and description of the documentation. The result is a system of tasks as a recreational activity through Information and Communication Technologies in the Agrarian Law subject. The main conclusion that can be reached is that recreational activities through the use of Information and Communication Technologies are of the utmost importance to develop society and, in particular, to perfect the professional training of the Graduate in Law.

Keywords: playful activity; teaching-learning; technologies.

RESUMEN

Los profesores de la Universidad de Sancti Spíritus "José Martí Pérez" pasan por un proceso de modernización y perfeccionamiento de sus métodos de formación en la carrera Licenciatura en Derecho. Los profesores del Departamento de Derecho de esa propia universidad han determinado carencia en la asignatura Derecho Agrario, al ser escasa la información que buscan los estudiantes relacionados con el contenido de la asignatura, mediante el uso eficiente de las tecnologías. El objetivo de este artículo es presentar la actividad lúdica mediante las Tecnologías de la

Información y las Comunicaciones como herramienta didáctica que permita que los estudiantes desarrollen habilidades en la búsqueda de información relacionada con el contenido de la asignatura Derecho Agrario. El modelo utilizado es el estudio de casos, puesto que se analiza una muestra concreta en la Licenciatura en Derecho. Esta es una investigación sustentada en el análisis de los datos cualitativos y cuantitativos. Los cualitativos en forma de observaciones participativas y los cuantitativos obtenidos a partir de entrevistas semiestructuradas, su estudio y descripción de la documentación. El resultado es un sistema de tareas como actividad lúdica mediante las Tecnologías de la Información y las Comunicaciones en la asignatura Derecho Agrario. Como principal conclusión a la que se puede arribar, es que la actividad lúdica mediante el uso de las Tecnologías de la Información y las Comunicaciones, son de máxima importancia para desarrollar la sociedad y, en particular, para perfeccionar la formación del profesional del Licenciado en Derecho.

Palabras claves: actividad lúdica; enseñanza-aprendizaje; tecnologías.

RESUMO

Os professores da Universidade de Sancti Spíritus "José Martí Pérez" passam por um processo de modernização e aprimoramento de seus métodos de formação na carreira de Licenciatura em Direito. Os professores do Departamento de Direito dessa mesma universidade constataram uma carência na disciplina de Direito Agrário, pois são poucas as informações buscadas pelos alunos relacionadas ao conteúdo da disciplina, por meio do uso eficiente de tecnologias. O objetivo deste artigo é apresentar a atividade lúdica por meio das Tecnologias de Informação e Comunicação como uma ferramenta didática que permite aos alunos desenvolver habilidades na busca de informações relacionadas ao conteúdo da disciplina de Direito Agrário. O modelo

utilizado é o estudo de caso, uma vez que uma amostra específica é analisada na Licenciatura em Direito. Trata-se de uma pesquisa baseada na análise de dados qualitativos e quantitativos. As qualitativas na forma de observações participativas e as quantitativas obtidas a partir de entrevistas semiestructuradas, seu estudo e descrição da documentação. O resultado é um sistema de tarefas como atividade lúdica por meio das Tecnologias de Informação e Comunicação na disciplina de Direito Agrário. Como principal conclusão a la que se puede arribar, es que la actividad lúdica mediante el uso de las Tecnologías de la Información y las Comunicaciones, son de máxima importancia para desarrollar la sociedad y, en particular, para perfeccionar la formación del profesional del Licenciado en Derecho.

Palavras-chave: atividade lúdica; ensino-aprendizagem; tecnologias.

INTRODUCTION

In the 8th congress of the Communist Party of Cuba, as well as in the documents approved in the work commissions that functioned in said event, the wide application of the content of Agrarian Law in food production was analyzed, as well as its implication in the economic development of the country, associating the contents of this subject to the specific issues of agricultural production and the social role of lawyers in decision-making in business and agricultural management in particular.

As a result of an investigation carried out by professors of the Department of Law of the "José Martí Pérez" University of Sancti Spíritus, it has been determined that it is insufficient to carry out recreational activities through Information and Communication Technologies (ICT) in the subject. Agricultural law; These deficiencies provide

the gap to work on it based on the professional training of the Law Degree. The most significant deficiencies are focused on:

- Little articulation between the playful activity and the tasks oriented by the teacher in the Agrarian Law subject.
- The recreational activity that is oriented in the Agrarian Law subject is not carried out by the students through ICT.
- The use of playful activity in the Law Degree is not frequent.
- The information with which the student interacts to carry out the recreational activity is not always what is desired for the purposes of their professional training.

It is in this sense that the University of Sancti Spíritus "José Martí Pérez" and all the universities in Cuba where the Agrarian Law subject is taught must update the training paradigms, using for this the three dimensions described in the scientific literature: the instructive, the educational and the developer.

It is for this reason that, for the Agrarian Law subject, adequate instruction is necessary, which means providing the student with the theoretical knowledge and essential practical skills of his profession and preparing him to use them when performing as such, for this the realization by students of recreational activities through ICT, constitute a fundamental didactic tool to acquire knowledge related to the content of the subject.

On playful activity, different researchers such as Ramírez Sánchez *et al.* (2011); Candela Borja & Benavides Bailón (2020); Villalva Cevallos & Copo Castro (2020) and Rodríguez Carrión & Gutiérrez Cruz (2021).

Ramírez Sánchez *et al.* (2011) states that playful education has as its objectives the stimulation of cognitive, affective, verbal,

psychomotor, social relationships, the socializing mediation of knowledge and the provocation of an active, critical and creative reaction... (p. 26). This article agrees with what was stated by this researcher and the playful aspect is pondered to achieve this cognitive stimulation within the Agrarian Law subject.

Ramírez Sánchez *et al.* (2011):

knowledge, information and attitudes in health depend much less on the sophistication of communication methods or the complexity of pedagogical techniques and much more on the direct participation of the population in the definition of their needs and in the selection of paths more appropriate to their life project (p. 26).

Ramírez Sánchez *et al.* (2011) states that education at school through recreational activities:

it is rather an attitude, a predisposition of being towards life, towards everyday life. It is a way of being in life, and of relating to it in those daily spaces in which enjoyment is produced, accompanied by the relaxation produced by symbolic and imaginary activities such as games, jokes, a sense of humor, art and another series of activities (...) that occur when we interact with no other reward than the gratitude that these events produce (p. 26).

What was expressed by this researcher highlights the importance for teachers of choosing ICT appropriately as a means of

communication with students, especially to be used in the agricultural setting; recreational activity can contribute to stimulate this way of acquiring knowledge of Agrarian Law.

Ramírez Sánchez *et al.* (2011) explains that the game, the enjoyment, as part of the ludic are a pleasant way to obtain a greater participation of the people because playing children and adults become aware of what is real, they are involved in the action, they elaborate reasoning and judgments. (...). Marginalizing the game of education would be equivalent to depriving it of one of its most effective instruments, for this reason the educator must ensure that the activity of the boy or girl is one of the main sources of their learning and development because, through action and experimentation, they express their interests, their motivations and discover the properties of objects, relationships, etc. This article ponders making the game through ICT.

Candela Borja & Benavides Bailón (2020) state that:

The ludic activity is attractive and motivating, it captures the attention of the students towards a meaningful learning. In this type of activities there are innumerable benefits since through them, the child acquires knowledge and awareness of his own body, mastery of balance, effective control of the various global coordinations, achieves control of voluntary inhibition and breathing, it also promotes the organization of the body system, manages a spatio-temporal structure and greater possibility to the outside world, stimulates sensory perception, motor

coordination and the sense of rhythm, significantly improves the agility and flexibility of the organism, particularities that are important to recognize in the student in their different stages of development (p. 79). In the Agrarian Law subject, it can help to fix the content.

According to the researchers Villalva Cevallos & Copo Castro (2020), the playful:

It is an action inherent to the human being that is linked to joy, pleasure and fun, being of importance in the course of teaching-learning, since it is thought that framed in a pedagogical activity, it enhances cognitive, affective and communicative development from childhood (p. 325).

Regarding the introduction of ICT in education, some references were studied, such as: Amador Morán & Labrada Despaigne (2020); Albornoz Jiménez *et al.* (2022); Díaz Lozada & Rúa Batistapau (2022); Valdés-Valdés *et al.* (2022) and Nápoles Díaz *et al.* (2022). This article coincides with these researchers, who attribute great importance to the use of technologies in universities for social development.

The use of ICT in Higher Education implies great changes in the teaching-learning process. These modifications are reflected in time, space and roles, which leads to redesigning the educational context, where I consider that the teacher is the main protagonist in the Agrarian Law subject, becoming its guiding guide.

This author considers that ICT, for playful activity in the Agrarian Law subject, stimulates the student, favors the solution of

doubts, facilitates the expression of ideas and opinions on current issues related to the content of the subject, encourages participation and promotes critical thinking among them.

The researcher Gual Ramos (2022) defines ICT as the set of instruments and procedures that allow the acquisition, production, storage, treatment, communication, registration and presentation of information, in the form of voice, images and data contained in signals of an acoustic nature, optical or electromagnetic (p. 526).

Gual Ramos (2022) states that the use of ICT in carrying out playful activities by students promotes creative thinking, facilitates contact and collaboration with the teacher, facilitates information between students and contributes to establishing personal relationships with teachers, colleagues in the subject Agrarian Law.

Regarding the teaching-learning process, the concept of Valdivia Cachón *et al.* (2019), who state that it is a system where teaching and learning occur in unity and is evidenced as instructive, educational and developer; it is the union of the cognitive and the affective for the formation of the student and in particular the formation of the Graduate in Law.

The researchers Ortíz Guerra *et al.* (2020) refer that the teaching-learning process is the fundamental link in the training of professionals and especially in the training of Law graduates, where through the interaction of the subjects involved in a space for the construction of meanings, they develop the formative activity and with it their transformative capacity.

The teaching-learning process that is assumed in this article is one of social and harmonious interaction of the university as an institution with its environment and especially with the agricultural environment,

so that the student rises through the systematic collaboration of the professor, assisted by the ICT in carrying out recreational activities in the classroom context and outside of it and acquire the content of the Agrarian Law subject in a more responsible way.

Valdivia Cachón *et al.* (2019) explain that the teaching task constitutes a learning situation, through which, under the direction and guidance of the teacher, the student appropriates knowledge, develops skills and is educated in values. These skills can be achieved by carrying out the recreational activity through ICT.

Pérez Cordovez & Acosta Iglesias (2020, p. 495) refer that skill is the mastery of a complex system of actions necessary for the convenient regulation of the activity. Knowledge alone is not the most important thing; it is even more valuable that you know how to demonstrate through skills.

The researchers Gual Ramos *et al.* (2021) state that:

In the professional field, ability is conceived as a combination of knowledge of materials and processes with manual skills required to carry out a productive activity. That is, the ability represents a particular property, a physical and mental ability to perform a task in the work process or in any activity (p. 720).

Due to the above, it is necessary to continue perfecting the Agrarian Law subject, resulting in the objective of this article to present the recreational activity through ICT, as a didactic tool that allows students to develop skills in the search for information related to the content of the Agrarian Law subject.

MATERIALS AND METHODS

Population and Sample

The population is 72 students of the second, third and fourth year of the Law Degree, from the University of Sancti Spíritus "José Martí Pérez", who received the subject Agrarian Law. The sample is 35 students and in terms of teachers there were 10 from that same teaching institution, from the 2020 course.

Methods used

The documentary analysis: the program of the Agrarian Law subject, as well as the forms of organization of Higher Education; the plan for the teaching process of the Law Degree; the educational strategy of the Law Degree and the methodological guidelines that were developed for the Civil and Family disciplines.

The survey: to diagnose the use by the recreational activity through the use of ICT in the Agrarian Law subject and to collect the opinion of specialists on the proposal.

Observation: to obtain primary information about the investigated sample and in the process of applying the proposal.

Statistical-mathematical: in the percentage analysis in the processing of the results of the diagnosis and in the validation of the proposal.

Techniques used to collect data during the investigation

- Bibliographic compilation and documentary processing of information in books, magazines and the Internet, mainly related to the Agrarian Law subject, through the Gopher search engine.
- Bibliographic and summary records: they were used to synthesize the

content and record the data of the bibliographic material consulted (books, theses and web pages).

RESULTS

The objective of this research was aimed at presenting the recreational activity through ICT as didactic tools that allow students to develop skills in the search for information related to the content of the Agrarian Law subject.

Of the 10 interviewed professors, who represent 100%, eight professors, who represent 80%, expressed that the students reached a grade of 5 points after carrying out the recreational activity through ICT; Two professors, representing 20%, stated that the students achieved grades of 4 points, allowing us to ensure that the use of recreational activity through ICT in the Agrarian Law subject allows students to develop skills in the search for information related to the subject content.

In the survey of 35 students, representing 100%, 27 students representing 77.14% of the students surveyed, obtained grades of 5 points; Eight students, representing 22.85%, obtained 4-point grades after carrying out the recreational activity using ICT as a didactic tool in the Agrarian Law subject.

Table 1 shows the questionnaire administered to the students of the Law Degree at the "José Martí Pérez" University of Sancti Spíritus. Of the 35 students, representing 100%, 31 representing 88.57% consider that carrying out the recreational activity through ICT in the Agrarian Law subject correctly contributed to obtaining better information related to the content of the subject. This result shows the importance that the teacher must give to this moment, with the objective that the students are

correctly oriented in the search for the content taught in class.

In addition, it was shown that 29 students, representing 82.85%, consider that they have developed skills in the search for information related to the content of the Agrarian Law subject, after the systematic development of the recreational activity through ICT.

Table 1- Questionnaire made to the students of the Law Degree of the University of Sancti Spíritus "José Martí Pérez"

No	Questionnaire of 10 closed questions for the 35 students	Student criteria			
		5	4	3	two
1	Do you consider that the guidance by the teacher contributed correctly to the use of ICT?	28	4	3	
two	Do you consider the bibliographical material consulted sufficient to develop the playful activity?	twenty-one	4	10	
3	Do you consider that you had access to all the legislation to be used in each scenario to develop the recreational activity?	32	two	1	
4	Do you consider that the legislation consulted is duly updated?	3. 4	1	0	
5	Do you think that the materials were correctly chosen to solve each question that was presented?	29	6	0	
6	Do you consider that the time spent using ICTs is enough to solve each inconvenience that arose?	18	13	4	
7	Do you consider that the solutions provided by ICT met expectations?	3. 4	0	1	
8	Do you consider that carrying out the recreational activity through ICT is enough to strengthen skills in the search for information?	29	5	1	
9	Do you consider that your skills have been strengthened after having carried out the	31	two	two	

	recreational activity through ICT?				
10	Do you consider that the systematic use of recreational activities through ICTs contributes to strengthening your skills in the search for information?	29	4	two	

Ludic activity

Law No. 142 "On Administrative Process", dated October 28, 2021, issued by Juan Esteban Lazo Hernández, President of the National Assembly of People's Power, breaks into judicial activity as an ideal mechanism to effectively protect the right of people in front of the administrative operation and, at the same time, in defense of the public interest and guarantee of the prudent exercise of the public administration.

From the rule referred to above, look for the following words in the alphabet soup that I show in this activity.

- | | | | |
|---------------------------|---------------|-----------------|---------------|
| 1. Tribunales de Justicia | 2. Monetaria | 3. Desastres | 4. Inspección |
| 5. Confiscación | 6. Multa | 7. Fiscal | 8. Terceros |
| 9. Múltiple | 10. Anulación | 11. Acumulación | 12. Audiencia |
| 13. Desistir | 14. Acto | 15. Forzosa | 16. Fianza |
| 17. Fallo | 18. Acta | 19. No | 20. Pago |
| 21. Días | 22. Vía | | |

F N O I C A L U M U C A
A T C A I C N E I D U A
L A N O I C C E P S N I
L N S E R T S A S E D Ñ
O U W V O T C A T L U M
E L P I T L U M P A G O
F A F A I R A T E N O M
I C I A I C I T S U J N
S I A S O Z R O F B Y O
C O N F I S C A C I O N
A N Z X S O R E C R E T
L S A I D E S I S T I R

1. Article 5. System that is exclusively responsible for knowledge in administrative matters.

2. Article 8, paragraph d). Policy excluded from administrative jurisdiction.

3. Article 8, paragraph b). Issue also excluded from administrative jurisdiction.
4. Article 12.1, paragraph d). Type of administrative lawsuit filed before the municipal court when the inhabitant of a property refuses to do so.
5. Article 13.1, paragraph f). Lawsuit filed before the provincial court when a state authority dispossesses, in ownership and possession of the property, a person.
6. Article 22, paragraph a). Imposition of the court guaranteeing compliance with its resolutions.
7. Article 23.3. Official legitimized by law to establish administrative demands.
8. Article 31.1. Name of the parties involved in the administrative process who show they have a legitimate interest.
9. Article 32.3. Type of party representation assumed by several lawyers.
10. Article 35, paragraphs a) and b). Type of claim deduced in the administrative process.
11. Article 57. Judicial faculty dismissed by the court to unify and simultaneously exercise actions when the reason for requesting is not the same.
12. Article 93. Judicial act by which the court summons the parties, once the claim has been answered or the term to do so has expired.
13. Article 131. Abandonment of the plaintiff in the process initiated.
14. Article 23.2, paragraph a). Type of pronouncement firm and harmful, dictated by the administrative entity itself that encourages it to sue against itself.
15. Article 23.2, paragraph b). Type of expropriation demanded by an administrative entity for reasons of public utility.
16. Article 70.2. Denomination of precautionary measure encompassed as surety.
17. Article 118.1. Dispositive part of the judgment that upholds the claim when the contested act is contrary to law.
18. Article 98.2. Document issued by the court to record the use of the orally established appeal.
19. Article 26.1. Monosyllable denoting negation.
20. Article 45. Type of fulfillment of an obligation.
21. Article 61.2. Multiple lapse of 24 hours whose term does not exceed five.
22. Article 140.1. Judicial transit in contentious-administrative proceedings (monosyllable).

DISCUSSION

The results demonstrate what was expressed by the researchers Rodríguez Carrión & Gutiérrez Cruz (2021, p.145): "playful behavior is a game behavior, which remains activated and gradually acquires the form of an opposition and the value of a rejection, this manifests itself only in socially accepted circumstances of time and place". What was expressed by these researchers demonstrates the importance of the development of playfulness in the Law Degree, where lawyers have a commitment, not only in agricultural activity, but also a leading role in agriculture for the economic

life of the country and where the national and international political significance has added new expectations to the agricultural sector, actively opposing bad agricultural practices and timely advising the entire agricultural process.

In addition, the results obtained agree with those of the researchers Arriaga Delgado *et al.* (2021), which state that ICTs are made up of materials such as laptops, digital tablets, cell phones, virtual platforms, videoconference platforms, applications, etc., which are used at any level and educational modality; It can be added that in order to develop the recreational activity in the Agrarian Law subject, the university is responsible for providing its students and professors with the necessary technologies to fulfill the desired objective.

It coincides with what was expressed by the researchers Díaz Lozada & Rúa Batistapau (2022) who stated that the development of ICTs has spread unevenly throughout the world and has caused substantial changes. This author considers that the teacher should be attentive to this uneven development in the classroom, avoiding discrimination among students due to the use of the latest technology, to the detriment of those whose economic resources do not allow it to carry out the activity. playful

The results demonstrate what was stated by the researchers Albornoz Jiménez *et al.* (2022), who stated that COVID-19 is a deadly virus that has spread worldwide; In addition, the author provides the necessary didactic tools to renew face-to-face teaching, through a system of tasks as a playful activity with the use of ICT, providing the development of skills in the students in the search for information on Agrarian Law.

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Conflict of interests:

The author declares that he has no conflicts of interest.

Contribution of the authors:

The author participated in the design and writing of the work, and analysis of the documents.



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