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**Original article**

## **Physical Education Conditions for the Preschool Education career**

### **Condicionantes de la Educación Física para la carrera de Educación Prescolar**

### **Determinantes da Educação Física para a carreira de Educação Pré-Escolar**

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## **ABSTRACT**

Physical Education is one of the disciplines of the curriculum that generates more confusion in students of the Preschool Education career of the University of Pinar del Río, because this career has as its objective the integral educational attention to early childhood, so they teach all the areas of the curriculum in children's institutions, such is the case of Physical Education. This discipline belongs to the general formation cycle, it is located in the first and second year of the career and later in the third and fourth year within the particular didactics, they receive the Physical Education and its didactics, those responsible for its direction, given the existing imprecision at present, which contributes to its inadequate conception in the pedagogic practice needs to achieve a new culture of learning of the Physical Education with the purpose of offering to the future educator a panoramic vision of his own task in his work performance, so that it satisfies the social demands. The situation previously exposed reveals the need to develop the present work that has as objective to propose conditioners for the Physical Education in the Preschool Education career. Based on the dialectical materialist method, theoretical methods are used: the historical-logical, the modeling, the systemic-structural-functional; as well as the empirical methods, the survey, the interview and the observation to classes. As a result, it is possible to incorporate a group of conditioning factors to improve Physical Education.



**Keywords:** Conditioning; Physical Education; Graduates; Preschool Education; Job performance.

## RESUMEN

La Educación Física constituye una de las disciplinas del currículo que mayor nivel de confusión genera en estudiantes de la carrera de Educación Prescolar de la Universidad de Pinar del Río, dado que esta carrera tiene como objeto de su profesión, al culminar sus estudios, la atención educativa integral a la primera infancia, por lo que imparten todas las áreas del currículo en las instituciones infantiles; tal es el caso de la Educación Física. Esta disciplina pertenece al ciclo de formación general, es ubicada en el primer y segundo año de la carrera y, posteriormente, en el tercer y cuarto año, dentro de las didácticas particulares, reciben la Educación Física y su didáctica. Los responsables de su dirección, dada las imprecisiones existentes en la actualidad que contribuyen a su inadecuada concepción en la práctica pedagógica, necesitan lograr una nueva cultura del aprendizaje de la Educación Física, con la finalidad de brindar al futuro educador una visión panorámica de su propio quehacer en su desempeño laboral, de modo que satisfaga las exigencias sociales. La situación antes expuesta revela la necesidad de desarrollar el presente trabajo que tiene como objetivo: proponer condicionantes para la Educación Física, en la carrera de Educación Prescolar. Sustentado en el método dialéctico-materialista, se emplean métodos teóricos: el histórico-lógico, la modelación, el sistémico-estructural-funcional, así como los métodos empíricos: la encuesta, la entrevista y la observación a clases. Como resultado se logra incorporar un grupo de condicionantes para mejorar la Educación Física.

**Palabras clave:** Condicionantes; Educación Física; Egresados; Educación Prescolar; Desempeño laboral.

## RESUMO

A Educação Física é uma das disciplinas do currículo que gera o maior nível de confusão entre os estudantes na carreira da Educação Pré-Escolar na Universidade de Pinar del Río, uma vez que o objetivo desta carreira é proporcionar uma educação infantil abrangente no final dos seus estudos, pelo que ensinam todas as áreas do currículo nas instituições infantis; este é o caso da Educação Física. Esta disciplina faz parte do ciclo educativo geral, e é ensinada no primeiro e segundo anos do curso. Os responsáveis pela sua gestão, dadas as imprecisões que existem atualmente e que contribuem para a sua concepção inadequada na prática pedagógica, necessitam de alcançar uma nova cultura de aprendizagem da Educação Física, a fim de proporcionar ao futuro educador uma visão panorâmica do seu próprio desempenho no trabalho, de modo a satisfazer as exigências sociais. A situação descrita acima revela a necessidade de desenvolver o presente trabalho, que visa propor condições para a Educação Física na carreira da Educação Pré-Escolar. Com base no método dialéctico-materialista, são utilizados métodos teóricos: o histórico-lógico, a modelação, sistémico-estrutural-funcional, bem como métodos empíricos: o inquérito, a entrevista e a observação de aulas. Como resultado, é possível incorporar um grupo de fatores condicionantes para melhorar a Educação Física.

**Palavras-chave:** Determinantes; Educação Física; Graduados; Educação pré-escolar; Desempenho no trabalho.



## INTRODUCTION

The teaching of Physical Education in students of the Preschool Education career of the University of Pinar del Río "Hermanos Saíz Montes de Oca", needs to be strengthened in specific conditions so that it can contribute to the integral formation of the future graduate. Physical Education in the University, in its indissoluble link with the pedagogical careers, today more than ever has to be transformed and tempered according to the new demands of this one, interested in a methodological change that places the student in the center of the teaching-learning process, making special emphasis in the participative learning to adapt the teaching towards horizons more centered in generating competences in the graduates, than in the pure transmission of knowledge, due to the importance that has, to give solution to the diversity of problems raised in the educational practice.

Physical Education, like other disciplines, is put at the service of human development; the use of its achievements in practice is today an unavoidable necessity. In the conditions in which Physical Education is developed today, it has undergone a radical change in comparison to its initial stages as a pedagogical discipline. If before Physical Education was seen from a traditional perspective, today it is a unique, integrated system that includes a more integral perspective, because it works the emotional, motor, psychic, social and affective part of people.

Likewise, it is necessary to highlight the current willingness to integrate the knowledge of this discipline with other sciences, among other disciplines of the curriculum or with the curricular strategies, in the different teaching scenarios and with increasingly interdisciplinary and transdisciplinary approaches that enhance the developmental action of the disciplines.

In the present complex conditions of the world, Physical conditions should be also designed on scientific bases because to form and develop graduate personality in a consequent and systematic way, as well as with objective correctly defined and formulated, it is indispensable to know the laws and regularities of its formation and development as support to design strategies and work directions.

Physical Education in the Preschool Education career, when studying the concrete ways to achieve the integral development of children, must lead early childhood professionals to an improvement in work performance, so that they can satisfy social demands, where it has become necessary for Physical Education to put scientific research at the center to contribute to the formation of practical skills and habits, the acquisition of contents, forms, methods and procedures that characterize professional activities. Furthermore, it shows them the way to follow in the process of formation and development of these students. Each graduate, then, will impregnate his or her pedagogical practices with the traits of their own professionalism, thus marking an unrepeatably mark in the memory of their children.

In this context, a criterion defended by **Unesco (2015)**, it is necessary that all personnel, who assume professional responsibility for Physical Education, must have the appropriate qualifications, training and continuing professional development.



This reasoning is also supported by [Afonso, D., Garcia, L. and Paz, I. \(2018\)](#), when addressing that,

"the complexity of the elaboration of the models of pedagogical projects of the university careers makes us think about the projection of Physical Education in the curricular design and the need to deepen in the theoretical and methodological preparation of the teachers and methodologists of the different institutions, given its importance in the integral formation of the students" (p.15).

It is not a question of saying how much the graduate knows, but what the education professional is interested in and should know, directly related to the problems of professional practice so that in the development of his or her educational process, he or she can apply innovative, transforming, active, dynamic, flexible, and realistic pedagogical strategies linked to the context of action, integrating the curricular strategies with the services of Physical Education and scientific research.

Making a bibliographic consultation on the subject worldwide, there are approaches of pedagogical sciences and physical culture that study Preschool Physical Education from different areas such as vigorous intensity in motor skills ([Diaz, D. P. et al., 2020](#); [Piña Díaz, D, 2020](#)), psychomotor skills ([Sánchez Roa, I., 2017](#)), gross motor development ([Ferroles, M. B, et al., 2018](#)), from the training of preschool physical education teachers ([Acosta, Z., & de la Caridad, R., 2020](#)) and from teaching materials ([Hernández Roa, J. A., 2020](#)), among other approaches. However, few are the research works dedicated to establish patterns, indicators or parameters to evaluate the learning of Physical Education in preschool education from an integrative view.

This need, previously defined, is the starting point for the teaching of Physical Education in students of the Preschool Education career at the University of Pinar del Rio "Hermanos Saíz Montes de Oca", to provide a qualitative leap in the educational process, based on the link between study and work, the relationship between theory and practice, the relationship between instruction and education, where the relationship of the cognitive, The affective and motor aspects must become the guiding threads in the teaching of this discipline, which guarantees to travel new paths, achieving a harmonic relationship between the logic of a new culture of learning Physical Education, from an integrative, critical-methodological general approach and the logic of their own work performance, in a creative way, to offer high quality classes.

According to the purposes mentioned above, the objective of this work is to propose conditions for Physical Education in the Preschool Education career. In these, the educational process of Physical Education must be sustained in the context of Higher Education, which has been declared a priority for the integral formation of the future professionals of Preschool Education.



## **MATERIALS AND METHODS**

The present study is based on a pedagogical research, framed in the educational process of the Physical Education subject in students of the Preschool Education career of the University of Pinar del Río "Hermanos Saíz Montes de Oca". Based on the dialectical-materialistic method, a system of theoretical methods is used to reveal the essential relationships in the educational process of Physical Education and that allow to fulfill the objective. Among them, there are the logical methods such as: modeling, which allows creating abstractions of the process under study, operating in a practical and theoretical way and explaining the interrelations between its determinants; the hypothetical-deductive method, which is used from the approach of theoretical assumptions, from which the new theoretical and practical knowledge is derived to develop the educational process of Physical Education for students of the Preschool Education career. This study also assumes the empirical methods, such as: the survey, the interview and an observation guide to class, to the Physical Education teachers. The sample of teachers selected for the study coincides with the universe of seven teachers who teach the discipline.

### **Dimensions and indicators evaluated**

**Cognitive:** knowledge that teachers have about the theoretical aspects for the development of the educational process of Physical Education.

Indicators:

- Level of knowledge about the professional's model.
- Level of knowledge about the objectives and professional skills defined in the professional's model.
- Level of knowledge about the curricular strategies and research.
- Level of knowledge about Physical Education with a single-integrated process design approach.

**Procedural:** related to the performance of teachers on the development of the educational process of Physical Education.

Indicators:

- Level of use of the professional's model.
- Level of treatment to Physical Education with an integrated critical-methodological approach.
- Level of systematicity with which it uses the curricular strategies and research.
- Level of systematicity with which he develops the principle of the link between study and work.

## **RESULTS AND DISCUSSION**

The use of the modeling method allows to raise the conditions in which the educational process of Physical Education should be based in the context of Higher Education, in the students of the Preschool Education career, at the University of Pinar del Río. Besides, they should guarantee a teaching not only of abilities and

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physical capacities according to what has been established, but also to achieve a greater impact in the student's formation through the creative assumption of the knowledge, abilities, capacities, values and the culture of the profession for the transformation of the practice, with the purpose of forming a graduate with a solid scientific-theoretical and practical preparation, according to the principle of the link between study and work, which leads the graduates of the preschool career to an improvement of the work performance, so that it satisfies the social demands.

The analysis of the observed classes, based on the aspects of the observation guide, showed that only in two of the classes visited (28.5 %) did the teachers work according to the professional's model. Two of the classes observed, for one (28.5 %), show that the link between the study and the work is made. In three of the classes, for (42.8 %), work is seen as a function of curricular strategies and research from the contents of Physical Education, in four of the classes, for (57.1 %), there are limitations to projecting work toward curricular strategies and research.

In the survey applied to teachers, limitations can be observed in five of the respondents, for 71 %, in the treatment of the professional model defined in Preschool Education. Two teachers (28.5 %) are familiar with the professional model, although they state that not all of them.

The seven teachers surveyed (100 %) recognize the importance of knowing the model of the professional and the link between study and work in order to provide quality teaching, which is adapted to the demands of the context, which complies with the established program of the discipline and which guarantees in-depth study. The teachers, seven for one (100 %), prioritize more the technical approach and the conception of unique and integrated process is minimized, what is well defined are the elements of knowledge that should not be left out.

The interview with the teachers revealed that in five of the interviewees (71 %), the professional model, which is defined in preschool education, has not been treated in depth. Two teachers (28.5%) stated that they were familiar with the professional model, although they expressed that they did not take advantage of all the possibilities it offered.

In seven of the teachers interviewed, for one (100 %), it was possible to corroborate that the treatment given to the professional model is insufficient, even though the degree of priority and incidence it has for the integral development of the graduates is known.

The interview with the teachers allowed us to infer that, for 42.8 %, it is difficult for them to work with the curricular strategies to integrate the contents from Physical Education; four of them, for 57.1 %, expressed that they manage to project the work according to the curricular strategies and research, with a conception of a unique-integrated process.

As a result of this study, the following regularities are obtained:

- Under is the mastery of the Preschool Education Professional model
- Low is the domain of the principle of the linkage of study with work
- Low is the motivation towards the profession from the classes



- Low is the deepening of the theoretical contents from the work with the curricular strategies in the practical processes.

The above elements allow us to affirm the need to establish and base conditions for teaching Physical Education in the Preschool Education career, which guarantee an education not only in accordance with what is established, but also to achieve a greater impact on training and a better use in their work performance.

The theoretical systematization of the object of research and the determination of the bases that support it, allows the concretion of the conditioning factors that make the educational process of Physical Education in Preschool Education more dynamic. They are the following:

Dose, plan, execute and evaluate an educational process of Physical Education that pays tribute to the model of the professional, according to the professional skills.

The curriculum of the preschool career has defined the model concept of the professional. Working according to the professional model is institutionalized in the *Regulations for Teaching and Methodological Work in Higher Education 2018*.

Putting the teaching of Physical Education in function of the model of the preschool professional requires, in the first place, that the teacher knows the contributions that, in a general way, this document makes to the integral formation of the future professional of Preschool Education for the integral care of early childhood, where common and specific professional problems are established that the professional of this education must solve in the institutions and educational community, as well as the theoretical-methodological contributions that integrate conceptions that serve as a basis for their performance and construction of knowledge, from their own conception of their professional task, to transform the pedagogical practice of Physical Education in early childhood.

From this budget, students can be motivated to learn by demonstrating the importance of each of the disciplines and worrying about how it is taught and learned for their professional training and future performance.

Achieving the interrelationship of the cognitive, the affective and the motor, the instructional and the educational.

This condition must distinguish the teaching of Physical Education at this educational level; the dialectic relationship between instruction and education as one of the principles of Physical Education, defined by Ruiz (2012) and which is taken up again in the Regulations for Teaching and Methodological Work in Higher Education (2018); it also assumes, in this case, the indissoluble link between education and society and the preparation of the individual for life, to interact communicatively with the environment, transforming it and himself, hence its social and active function.

The teaching of this discipline in the context of the preschool career has to succeed in educating from instruction. In this sense, Ruiz (2012 p.74) addresses a group of factors among which can be mentioned: (1) the relationship between the objectives of socialist education, the scientific content and the corresponding pedagogical methods; (2) the relationship between the generalization and the individuality of the



teaching-learning process; (3) the relationship between the educational instructional functions of teaching and those of learning; (4) the relationship of school to life and of theory to practice, and (5) the relationship of biological, internal, and external pedagogical factors; this, applied to the context of the preschool career, means preparing future educational professionals for their future professional performance and for life in general, which should always be duly taken advantage of by teachers. This shows the importance of achieving a dialectic relationship between instruction and education.

A Physical Education based on the unity of the affective, cognitive and motor, seen as a social process, means that the individual, from the physical activities, appropriates a comprehensive general culture and find ways to meet the specific needs of their profession: intellectual, physical and spiritual, which favors the formation and strengthening of motivation towards the profession through the direct and systemic link of physical activities with work reality, which promotes the development of skills, abilities and competencies to motivate the formation of the personality towards the systematic practice of physical and professional exercise.

To promote debate, reflection and confrontation of contents to stimulate the problematization of the educational reality as a starting point for research.

To achieve to propitiate the debate, the reflection and the confrontation of contents to stimulate the problematization of the educational reality as a starting point for research; it guarantees learning as discovery, rediscovery, so that the graduate builds his or her own learning in order to help him or her solve professional problems efficiently, from concrete situations, linked to the educational practice of the one who learns to learn. It allows the development of independence, creativity and a reflexive and critical thought that enables the student to master the knowledge and skills required for his or her professional performance.

To create learning groups with an adequate balance between general training, to a general-specific training for the construction of the didactics of the profession.

The process of development of the conditioning factors on which the educational process of Physical Education must be based, in the context of Higher Education, in the students of the Preschool Education career, is to create learning groups with an adequate balance between general training, up to a general-specific training for the construction of the didactics of the profession, besides, it constitutes an essential base that favors the consultation and exploration of contents not contemplated in the academic programs. The results of practice and research, which are a concern for the student, allow the approach to the educational process of Physical Education in early childhood, from the original sources and that the student can achieve explanations, arguments, assessments and reach their own conclusions to transform the ways of acting in the pedagogical practice, according to the demands and social conditions.

Use interdisciplinary curricular and extracurricular strategies as the center of the educational process of Physical Education.

This condition, in the context of Higher Education, in Preschool Education students, reaches a core character in the educational process of Physical Education because it is based on developing a professional approach, since it has interdisciplinary curricular and extracurricular strategies as the center of this process, from the





interaction of student and teacher and vice versa, with the purpose of the profession, where the spirit of work prevails, as well as the academic, research and extensionist through a systemic relationship, with a dynamic hierarchy. In this way, Physical Education classes achieve a higher scientific level, by having an interdisciplinary approach, not only with the curricular strategies, but also with the other disciplines that make up the curriculum, motivating both students and teachers, where they demonstrate their research skills and apply the knowledge acquired, both theoretical and practical, in the development of research to solve with a transformative, critical and independent perspective the fundamental professional problems that arise in educational practice.

Educate students in the need of the link between study and work from the integration of the contents of Physical Education, in order to face the challenges of social practice.

Physical Education must educate students on the need to link study and work, from the integration of Physical Education contents with other sciences, among other disciplines of the curriculum and in the different teaching scenarios of early childhood care, from increasingly interdisciplinary approaches, in order to face the challenges of social practice. This idea is defended because it constitutes a way to combine theory with practice from the essential theoretical knowledge of the object of its function and the knowledge of professional practice to solve the problems that arise in daily practice to transform educational reality. It is about the content of Physical Education, which the student learns, occurring naturally, linked to the activity for the performance of their responsibilities at work. Here the methods and organizational forms used in the classroom play an essential role.

Offer high quality classes in a particular combination between theory and practice, elaborated on a scientific basis.

The relation theory-practice pursues something more in terms of the relationship between theoretical and practical contents, and that is that the performance in the labor practice is manifested as a behavior of the individual in his life, through the constant recognition of the advances in the personal and professional of the subjects, achieving the harmonic relation between the logic of a new culture of learning of Physical Education, from an integrated critical-methodological general approach and the logic of his own task, in his labor performance in a creative way. Therefore, Physical Education at the University of Pinar del Río must deal with the educational task of these students, but not in an abstract way, but from the educational practice itself to express the subject's development in a comprehensive and concrete way. Therefore, the relation theory-practice, as a general foundation, helps to solve the professional problems that concern the profession, without abandoning its educational reality, depending on the social demands and conditions. This allows for the growth of their personality, individual improvement, social insertion and the development of quality know-how.

The aspects to be taken into account in this condition in the context of Higher Education, in the students of Preschool Education career, which has as an end the formation of a professional capable of giving answers to the needs of current and future Cuban society, are the aptitudes for the integral educational attention to early childhood, directed to the education and stimulation of the integral development, the orientation to the family, the community, the agents and educational agencies of the environment, the direction of the educational process and practices more and more



inclusive for the solution to the problems related to the educational process as the base link of the profession, for which it is essential the domain of the model of the professional.

Coinciding with the demands of the third improvement of Higher Education in Cuba, initiated in the 2016-2017 academic year, referred to that the universities in the country aspire to form graduates who offer the appropriate answers to society lies in: "forming integral, competent professionals, committed to the Revolution" as recognized in the opening conference of the XII *International Congress on Higher Education University 2020*, by [Saborido, \(2020\)](#).

Considering the pertinence, besides explicitly stating from the methodological indications of the Preschool career that the subjects of the curriculum respond as one of the main aspirations of the universities in the country, to prepare students for their integral professional performance that means to have a solid scientific-technical preparation for the solution of problems that favors the development of abilities that condition a creative performance in the professional pedagogical activity. It also considers what is expressed from the base program of Physical Education for the implementation of the curricula E. This discipline is aimed at the development of students in the biological, cultural and social; will respond to the physical needs of the future graduate in the workplace where they acquire knowledge and skills that allow them to solve professional problems, promoting the development of motor skills of a professional nature and the improvement of specific physical capabilities of the profession.

There is coincidence in the studies carried out on the concept of Physical Education, essentially by [Del Canto \(2000\)](#), [Ruiz \(2012\)](#), by conceiving it as: a pedagogical process, aimed at the development of the individual's physical performance capabilities, based on the morphological and functional improvement of his organism, the formation and improvement of motor skills, the acquisition of knowledge and the development of his moral and volitional qualities, so that he is in a position to fulfill the tasks that society indicates to him from the labor, military and social point of view. This contribution allows the authors of this study to know that Physical Education is a general conception of the educational process that emerges as a result of the application of an integral approach, from the cognitive, affective, motor and axiological fields, and has among its purposes to prepare students for the exercise of the profession, which values the individual as a product of his interaction with the historical-concrete conditions in which he develops as a bio-psycho-social, cultural and spiritual being.

Another criterion similar to the previous one is expressed by [Rodríguez, F.; Ruiz, F. and De La Osa, O. \(2016\)](#), who refer that Physical Education should be directed to the development of students in the physical, educational and social areas and that it contributes to form a healthy graduate, which guarantees their harmonious development and a better quality of life. It is also included in this study that, in order to contribute to the development of Physical Education in preschool students, there must be a dialectic relationship between the logic of a new culture of learning Physical Education, from an integrated critical-methodological approach and the logic of their own work in a creative way, according to the curricular design of the discipline that is made from these conditions, because they are the essence to motivate the professional performance of the future educator.



We agree with [Guapi, I., Aldas, H. \(2019\)](#), that the future professional must possess knowledge and develop skills that are proper to the profession and that can be taught through Physical Education classes; we also add the necessary determination of the conditions for students in Preschool Education, as the articulating axis of the educational process of Physical Education for the personal and professional progress of the subjects.

These realities, according to [Zayas \(2019\)](#), place Physical Education before a great challenge as a fundamental component, which has been part of the pedagogical and cultural development of the student that is carried out in the country, directed to the motor development, to the biological and social structure, to the development of abilities, of capacities, of values to prepare them for life, in correspondence with the demands and conditions of society and the transformations that the contemporary world imposes on them.

The materialistic dialectic, as a scientific-methodological basis of the research, allows the analysis of the object from each of its parts and later on in its integration, interrelations and complexities. The following are summarized as fundamental theoretical revelations.

For the authors of this study, Physical Education, in Higher Education, is an integrated educational process, critical and general methodology, which is organized in close relationship with the strengths, needs of students and the characteristics of the context, aimed at the continuous transit to higher levels of knowledge, skills, abilities and values, through the systematic practice of physical exercises to improve their physical condition, from their own reflections, from the academic, labor, research and extensionist components, so as to prepare them for life and for their creative performance, in the solution of professional problems.

The conditions in which the educational process of Physical Education must be sustained in the context of Higher Education, in the students of the Preschool Education career, at the Universidad de Pinar del Río "Hermanos Saíz Montes de Oca", is defined as the succession of stages through which the student goes, when interacting with the educational process of Physical Education for the creative and critical assumption of the knowledge, abilities, capacities, values and the culture of the profession, to solve professional problems with a transforming perspective, so that it satisfies the social demands.

The development process of the conditioning factors on which the educational process of Physical Education in the context of Higher Education should be based, in the students of the Preschool Education career, at the University of Pinar del Río "Hermanos Saíz Montes de Oca", must be scientifically managed by the Physical Education teachers, tutors of the work practice and the student scientific work, from the planning, orientation and control, according to the theoretical postulates supported by the methodology of Physical Education and Didactics of Higher Education.

The process of development of the conditions in which the educational process of Physical Education should be sustained in the students of the Preschool Education career, at the University of Pinar del Río "Hermanos Saíz Montes de Oca", is conceived as a line for interdisciplinary structuring, essentially as a complex process, contradictory and creative in which the formation of the student common to all



disciplines is produced, achieving a harmonic relationship between the logic of these conditioning factors for a new culture of learning Physical Education from a general critical-methodological approach and the logic of their own work, in their work performance, in a creative way.

The process of development of the conditions in which the educational process of Physical Education should be sustained in the students of the Pre-school Education career, in the University of Pinar del Río "Hermanos Saíz Montes de Oca", has a systemic, integral and coherent character with the education towards the profession, to solve with a transforming, critical and independent perspective the professional problems.

The process of development of the conditions in which the educational process of Physical Education should be sustained in the students of the Preschool Education career, in the University of Pinar del Río "Hermanos Saíz Montes de Oca", goes through dialectically interrelated stages, so that in each one of them new qualities appear that indicate the development that the student is reaching.

In the process of development of the conditions in which the educational process of Physical Education must be sustained in the students of the Pre-school Education career, in the University of Pinar del Río "Hermanos Saíz Montes de Oca", the conditions act as the articulating axis of this process, defined as an indispensable condition for the creative and critical assumption of the knowledge, abilities, capacities, values and the culture of the profession, declared from the professional model.

It is concluded that the teaching of Physical Education arises in the Preschool Education career, with the objective of continuing to consolidate the integral formation and the labor performance of the future professionals of the education who exercise their educational work in the infantile institutions and also in the community, with the program "Educate your child" and can orient the family.

The particularities of the teaching of Physical Education in the context of Preschool Education require a different approach, based on the dialectic relationship between the logic of these conditioning factors for a new culture of learning Physical Education, from an integrated, critical-methodological approach and the logic of their own work performance in a creative way.

In correspondence with these purposes, in this work, the conditioning factors have been defined as the articulating axis in which the educational process of Physical Education should be sustained in the context of Higher Education, in the students of the Preschool Education career, in the University of Pinar del Río "Hermanos Saíz Montes de Oca", which, without pretending to be unique or finished, can reorient the teaching of a discipline that is destined to be central to the training of future education professionals, since it is the "only curricular subject whose approach combines bodily and physical competence with communication and learning, based on values, and represents a learning portal for developing the skills needed to succeed in the 21st century" (Unesco 2015 p. 6 ).



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**Conflict of interests:**

The authors declare not to have any interest conflicts.

**Authors' contribution:**

The authors have participated in the writing of the work and analysis of the documents.



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