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Original article

The training by professional competencies of Physical Education teachers in Higher Education

La formación por competencias profesionales de los profesores de Educación Física de la Educación Superior

Formação baseada na competência profissional para professores de educação física no ensino superior

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ABSTRACT

The permanent formation of the graduates of the Degree in Physical Culture and Sports throughout the country constitutes a need determined by the development of science and technology, the changes that are taking place in the Cuban educational system, as an expression of the Third Educational Revolution, and the own needs of the graduates in order to achieve their growth in the professional and the human. In the research, it is started with diagnosing the insufficiencies presented by the continuous training of Physical Education teachers of Higher Education (EFS) graduated from the Faculty of Physical Culture of the La Isla de la Juventud during the job training stage, a factor that affects their job performance. The objective of this research is to design actions for continuous training by professional competencies in Physical Education teachers of Higher Education. In order to fulfill the objective, methods of the theoretical, empirical and statistical-mathematical level



were used. The theoretical and methodological foundations analyzed allowed determining and adapting the actions to favor the development of professional skills; these actions are offered as a result for the training by professional competencies of Physical Education teachers of Higher Education, on the La Isla de la Juventud.

Keywords: Professional competencies, Physical Education, Higher Education, training.

RESUMEN

La formación permanente de los egresados de la Licenciatura en Cultura Física y el Deporte en todo el país constituye una necesidad determinada por el desarrollo de la ciencia y la técnica, los cambios que se operan en el sistema educativo cubano, como expresión de la Tercera Revolución Educativa, y las propias necesidades de los egresados en aras de lograr su crecimiento en lo profesional y lo humano. En la investigación, se parte de diagnosticar las insuficiencias que presenta la formación continua de los profesores de Educación Física de la Educación Superior (EFS) egresados de la Facultad de Cultura Física de la Isla de la Juventud durante la etapa del adiestramiento laboral, factor que repercute en su desempeño laboral. La presente investigación tiene como objetivo diseñar acciones para la formación continua por competencias profesionales en los profesores de Educación Física de la Educación Superior. En aras de dar cumplimiento al objetivo, se emplearon métodos del nivel teórico, empírico y estadístico-matemático. Los fundamentos teóricos y metodológicos analizados permitieron determinar y adaptar las acciones para favorecer el desarrollo de competencias profesionales; estas acciones, se ofrecen como resultado para la formación por competencias profesionales de los profesores de Educación Física de la Educación Superior, en la Isla de la Juventud.

Palabras clave: Competencias profesionales, Educación Física, Educación Superior, formación.

SÍNTESE

A formação contínua dos diplomados da Licenciatura em Cultura Física e Desporto em todo o país é uma necessidade determinada pelo desenvolvimento da ciência e da tecnologia, pelas mudanças que ocorrem no sistema educativo cubano como expressão da Terceira Revolução Educativa, e pelas necessidades dos próprios diplomados para alcançar o seu crescimento profissional e humano. A investigação baseia-se num diagnóstico das insuficiências da formação contínua dos professores de Educação Física no Ensino Superior (EFS) diplomados da Faculdade de Cultura Física da Ilha da Juventude durante a fase de formação profissional, um factor que tem repercussões no seu desempenho profissional. O objectivo desta investigação é conceber acções para a formação contínua por competências profissionais dos professores de Educação Física no Ensino Superior. A fim de alcançar este objectivo, foram utilizados métodos teóricos, empíricos e matemáticos-estatísticos. Os fundamentos teóricos e metodológicos analisados permitiram determinar e adaptar as acções para favorecer o desenvolvimento das competências profissionais; estas acções são oferecidas como resultado para a formação por competências profissionais de professores de Educação Física no Ensino Superior na Ilha da Juventude.



Palabras-chave: Competências profissionais, Educação Física, Ensino Superior, formação.

INTRODUCTION

The permanent formation of the graduates of the Degree in Physical Culture and Sports throughout the country constitutes a need determined by the development of science and technology, the changes that are taking place in the Cuban educational system, as an expression of the Third Educational Revolution, and the own needs of the graduates in order to achieve their growth in the professional and the human.

Postgraduate academic improvement in the area of Physical Culture throughout the country has gained momentum and there are various authors who have addressed this issue, among which Guerra, Cisnero and Reyes (2020) stand out.

The recent graduates of the Bachelor's degree in Physical Culture at the Faculty of the Isla de la Juventud, located in the sphere of activity of Physical Education, generally occupy teaching positions in schools of the general education subsystem, the central axis and base of the entire Cuban educational system made up of primary, secondary, pre-university and polytechnic schools. Due to the low enrollment of students in the regular daytime course at the University of the La Isla de la Juventud, there are few teachers who perform this function in La Isla de la Juventud Higher Education.

The primary goal of university education is, broadly speaking, the achievement of the optimal preparation of the professionals of the future. To achieve this, a key factor is the quality of the teacher, without them the university would not reach its goals, since it would not be able to help students appropriately appropriate the content.

For their part, Baque and Portilla (2021) propose a series of programs to achieve meaningful learning, in which the student, the teacher and the infrastructure are considered as the main elements for the development of knowledge. Regarding the student, the characteristic and strategic teaching processes, motivation and peer interaction are analyzed.

Various authors have been concerned with theorizing about the university professor and professional competencies, including Arias *et al.* (2018) and Clavijo (2018) agree that university teachers must develop scientific, methodological, communicative, personal and social skills that condition successful performance in their substantive functions.

The conception of the staff as a transmitter and of the student as a receiver of knowledge is replaced by the teacher as a counselor, a guide that accompanies the student in the process of building not only knowledge, but also in the development of skills and values associated with professional performance. efficient, ethical and responsible and of the student as a subject of learning (Durán, 2016; García, 2017 and Merlo *et al.*, 2021).

A good teacher is one who manages to develop the intellectual capacities of his/her students, train them scientifically and with ethical and moral values, as well as with political and ideological principles. For this, it is important to correctly carry out the following educational processes: train intelligence more than memory, foster a research



spirit, reading habit, healthy, objective and mature critical capacity; intellectual work habits and the motivation to study and learn throughout life, to be more competent and useful people to society, (Hernandez and Hernandez, 2019).

The figure of the teacher is vital for the other elements of the process to work properly, as he is the representative of social aspirations, but the ones who are going to be the object of transformation are the students and this is not only a conscious matter, but also a motivated one. The role of teachers in the direction of educational teaching activity has a strategic nature and corresponds to more complex systems. In this way, it is essential to develop professional skills that allow the orientation of students, since the effectiveness of instruction translates into the skills that they possess in their professional careers, as well as in their subsequent contribution to society (Alemán *et al.*, 2018).

That is why, the improvement of university teachers constitutes a topic of great relevance and high significance, due to its condition as a variable associated with quality in the so-called tertiary level of education. There is no doubt that, while teachers are more competent in the performance of their functions, higher are the levels of quality reached by Higher Education institutions.

García-Padilla (2020) states that the excellence of the study plans and programs is not enough, nor the magnificence of the facilities or environments; this judgment, this effort requires committed teachers with a high degree of preparation, since a good part of the ability to influence that the teacher exerts on the students is first related to what he is as a person, since the teacher instructs with what who knows, but educates with what is.

The reality is changing, it is constantly transformed and the resolution of specific problems in each context is subject to high doses of creativity, complexity, uncertainty and skills in each specific situation. The competent person will have to know how to function in less programmed situations in a complex and unstable environment and it is precisely for this that professionals must be prepared (García, 2015).

According to D'Alessio (2015) education provides subjects with the basic tools for their present and future socialization. Thus, it is essential that teachers, in addition to transmitting knowledge, can also be the compass that allows students to discover what to do with what they have learned and critically analyze situations, question themselves about them and solve problems.

The greatest challenge of the new Cuban university is to guarantee an infrastructure in which the basic requirements of the substantive processes that take place in it are expanded and, at the same time, become the maximum scenario to promote local development, from management knowledge, to achieve their objectives and become institutions of excellence.

What was stated by Limas (2012) is assumed when he says that "(...) professional competencies are the set of tasks or professional activities that characterize the actions of a professional in a given career". Therefore, the objective of this work is to design actions for the training of professional competencies in Physical Education teachers of Higher Education.



MATERIALS AND METHODS

In the research, a total of 70 subjects were used as a sample, of them, 50 students of first and second years from the five Faculties of the Pinero territory and 8 careers that receive Physical Education, this represents 71.4 %; 16 Physical Education teachers of the higher level that represent 32 %; 12 teachers of the Theory and Practice of Physical Education discipline who provide this service to all the Faculties and Careers of the Isla de la Juventud University (UIJ) "Jesús Montané Oropesa" for 75% of the total teachers; 4 Physical Education teachers from the Medical Sciences Campus who work with the Medicine, Odontology and Nursing careers and represent 25 % of the teachers at this level and 4 Physical Education methodologists from National Institute of Sports, Physical Education and Recreation (INDER) and Education Ministry (MINED) who represent 5 %.

The research methods used were the following:

Theoretical methods:

Analytical-synthetic: it made possible the study of the problem that is addressed in the research and its possible solution, it favored the systematization of theoretical and methodological references and the taking of a position before different criteria. In addition, it allowed arriving at considerations and conclusions.

Empirical methods:

Scientific observation: used to identify professional competencies in higher education.

Survey: it was used to know and collect criteria and experiences in relation to the professional profile, the characteristics and the role of Physical Education in the integral formation of students in the various Careers.

Interview: it was used to obtain information about the improvement needs of Physical Education teachers at the higher level.

RESULTS AND DISCUSSION

As results of scientific observation, it was possible to identify as professional competencies in higher education, the pedagogical competence, which implies:

- Promote the systematic practice of physical-sports activities in students.
- Know the specifics of the Higher Education model and the mastery of the objectives and content of the programs, in terms of the particularities that regulate the teaching of sports and physical capacities under study at the higher level.
- Master the procedures to derive the objectives.
- Plan and evaluate the development of sports motor skills.



- Select appropriately, the physical exercises for the class, in correspondence with the objectives, age and sex.
- Master the methods to develop motor skills.
- To be able to identify the mistakes made by the students.
- Know the organizational procedures and the basic forms of organization of the class.
- Appropriately select the means, in correspondence with the contents and the method.

The technical-sports competition that enables:

- Show the appropriate level of knowledge about the rules and arbitration of the sports that are studied in Higher Education.
- Master the skills to plan, organize and develop sports competitions at the year, Career and Faculty level.
- Master the technical execution of sports motor skills.

The research competence that enables:

- Identify problems that require solutions through scientific research work, based on the systematic analysis of their professional practice and other basic aspects of research methodology.
- Show the continuity between the scientific-student activity developed in the undergraduate training and the research activity during the postgraduate course.

The political-ideological competence to:

- Identify the principles of the Revolution, the educational and sports policy of the country.
- Develop the potential of physical activity for the improvement of political-ideological work with students.

As a result of the diagnosis made to Physical Education teachers and methodologists in the territory, it was possible to appreciate that in recent years the graduates of this Career who began their working lives as teachers of the Higher Physical Education (EFS) discipline, on the La Isla de la Juventud did not achieve the desired performance levels.

As part of the diagnosis made to the higher-level teachers who teach the subject and belong to the Physical Education teaching department, insufficiencies related to the mastery of knowledge and the development of professional pedagogical skills for class management were identified; among the most important were:

- The planning of the teaching-learning process at the higher level.



- The application of exercises directed to the professional profile of the students in each Career.
- The transmission of theoretical knowledge and pedagogical tools that allow generating meaningful, autonomous and independent learning.
- The evaluation process of the university student in Physical Education.
- The mastery of normative documents of the teaching-educational process of the EFS.

On the other hand, it was possible to verify the presence of limitations in the direction and execution of the improvement process of these graduates, which was based, through the following elements:

- There is no specific improvement design conceived with a continuous and gradual approach that, based on the levels of knowledge and skills appropriate to the undergraduate, enables adequate preparation for performance in the direction of the teaching-educational process of Physical Education, in the Higher level.
- There is no theoretical-methodological conception available to design the improvement of these teachers that takes into account the aforementioned approach and the peculiarities of the professional pedagogical exercise, in the Physical Education discipline, at the higher level.

Regarding the student survey, this instrument is applied to collect criteria and experiences in relation to the characteristics of Physical Education, the professional profile and the role of Physical Education in the comprehensive training of students in the various Careers. The respondents carry out their teaching activity in Faculties where several Careers are taught.

As a result of the analysis of the survey carried out in the 2018-2019 academic year, 50 university students of first and second years who receive Physical Education and are located in different centers: 20 from the University of Medical Sciences and 30 from the University of the La Isla de la Juventud "Jesús Montané Oropesa", it was appreciated that:

- The 100 % of the surveyed people attached great importance to Physical Education, agreeing on the benefits it provides for the health and comprehensive training of university students.
- The current actions of Physical Education in Higher Education were rated positively by all respondents and their level of flexibility for each CES was recognized by 60 %.
- The influence of Physical Education on the profile of the professional was treated as an important element to train a graduate with a better job performance and healthy lifestyles by 60%; but 100% agreed that it is not carried out in most of the Careers.
- In addition, 60 % considered that the actions of Physical Education and sports in Higher Education should have provided a solution to the motor difficulties of professional tasks because the characteristics of the Career that is studied are known



and it allows to strengthen the link between the degree training with the future profession.

- The 100 % of the respondents agreed on the need for constant improvement of teachers, according to the current conditions and demands of Higher Education and society that allows them to adapt Physical Education classes and their contents to the profile of the professional and the needs, tastes and preferences of students.

As a result of the group interview carried out with the Physical Education teachers of the higher level on the Isla de la Juventud, a series of deficiencies related to improvement in the last three school years were observed, since:

- As a starting point, an in-depth diagnosis was not made to identify the improvement needs of higher-level physical education teachers, only the class controls carried out.
- The improvements was carried out jointly with the rest of the teachers of the Theory and Practice of Physical Education discipline that teaches undergraduate in the Career, by teachers of higher category and experience and the municipal methodologist of the teaching was not present; therefore, the improvement received was assessed as insufficient, which had a direct impact on professional performance.
- In the few improvement actions received, essentially referring to the structure of the Physical Education class and the methods and procedures to be used within it, the teaching-learning process was adequate and the conduct of those who direct the process complied with the expectations.
- In improvements there were barriers, there was no systematicity in the process, there was no elaborate and designed action that would make it possible to fill the gaps of the teachers, which limited the teachers who performed this function in the territory from reaching the desired level for their performance. professional (Figure 1).

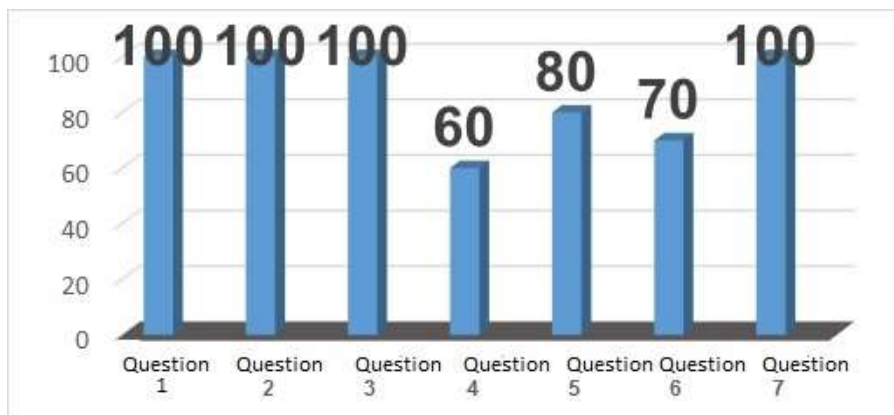


Fig. 1. - Group interview conducted with Physical Education teachers



In general, the criteria provided by each interviewee, as well as the aforementioned elements, allowed a greater understanding of how to relate the quality of the teaching-learning process in Physical Education with the continuous training of the teacher.

Based on the results obtained in the interviews carried out with students and teachers, for the continuous training of professional skills, the following actions were planned:

a) Improvement courses for Physical Education teachers with the participation of municipal methodologists.

This was developed by a teacher in charge of the continuous training process of the Faculty of Physical Culture in his capacity as director of the process. The fundamental purpose of the course was to update the Physical Education teachers in relation to the treatment within the class and the self-management of knowledge, in order to creatively face the problems that were generated in the classes and attempted against the formation of the future professional.

The improvement course with the designed actions was organized and developed in classrooms of the Faculty of Physical Culture and/or areas of the UIJ.

From the initial diagnosis, which was taken as a reference, a group of cognitive needs for Physical Education classes were determined, namely:

- The influence of Physical Education on the profile of the professional.
- Contemporary Physical Education class. Teaching methods and styles.
- Self-management of knowledge and preparation of classes.

This allowed the needs appreciated in this modality to be synthesized in:

- Essential elements of the Physical Education class in Higher Education and its contribution to the development of productive thinking and self-management of learning.
- Exchange on teaching styles of Physical Education.
- The planning process in Physical Education in Higher Education. Types of class sessions.

The course was designed for a total of 48 class hours, including: the contents by subject, the methodological guidelines for the development of the actions, the organizational characteristics, as well as the continuous training system and the bibliography to be used.

b) Field workshops.

These were developed with the participation of methodologists, department heads and the Theory and Practice of Physical Education discipline.



It was instituted that the workshops have a bimonthly periodicity and be directed by a teacher from the Faculty of Physical Culture with mastery and training in all work related to the contemporary Physical Education class. The fundamental purpose of these workshops was to prepare Physical Education teachers, in their capacity as comprehensive teachers, so that they can act as self-learning and self-management counselors in the preparation of students, in different careers. Also participate in the process of continuous training and monitoring of actions and their impact on the professional performance variable.

The content of the workshops was related to the integration of the treatment of self-management of preparation and self-learning. The physical training linked to the professional spheres in the different careers and the technical training related to the cognitive sphere took into account, in all cases, the personological characteristics of each student, prior diagnosis.

Once these workshops were completed, it was possible to bring the Physical Education teachers closer to the achievement of the evaluation, in the first instance, of their professionalism, for which the corresponding actions were elaborated.

c) Joint Physical Education classes.

This modality propitiated the integration of the theoretical contents for its effective direction in practice. It was considered the realization of two Physical Education classes to develop in each of the semesters, for each group of Careers and academic years and the professional skills that allowed solving the situations that arose from a significant, autonomous and independent perspective, in each one of the components (conceptual, physical, professional). In this way, the teacher-student integration was made possible in the application of the different techniques, methods, tasks and actions that allowed an adequate direction of the students in the training process, in addition to the participation of several specialists who interacted jointly. in achieving the same goal.

d) Diploma.

It offers the possibility of proposing an improvement to the Physical Education teachers of the La Isla de la Juventud who work in Higher Education, in such a way that it responds to their real training needs, from the link between the theoretical and the practical and it was considered the need for its design with a systemic character, in order to satisfy the real insufficiencies, in correspondence with the professional performance, to emphasize the pedagogical and scientific knowledge appropriate to the treatment of the problems of the students in training.

The diploma was aimed at improving pedagogical training in general, the basic contents were deepened for the detection and transformation of the problems that arose in the class, the general and specific training and the theory and methodology of physical education; in addition to the methodology of research in education.



These contents allowed to deepen and update the teachers in the knowledge of the sciences that intervene in the Physical Education class, which made possible the scientific integration of the different components of the training.

In order to obtain the necessary information to facilitate the evaluation of the actions, a total of 21 people were selected, of which six teachers received the improvement actions, four Physical Education methodologists of the territory with a Master's degree, eleven teachers from the Faculty of Culture Physics, two of them PhD and the rest, with a total of nine Masters, two teachers from the Medical Sciences Campus, one PhD and one Master.

As a result of the processing and analysis of the information offered by the selected users, drivers and managers, the following considerations were reached (Figure 2).

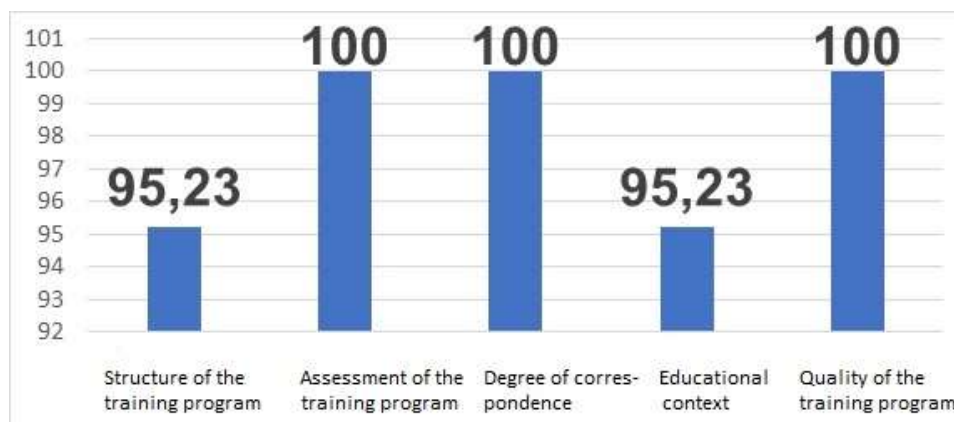


Fig. 2. - Assessment of improvement actions

The 95.23 % of the evaluators considered the structure of the continuous training actions between very adequate and quite adequate, only one person (4.7 %) considered it not very adequate; they also expressed their agreement with the formulation presented.

When evaluating the actions, 95.23 % considered it objectively, 100 % recognized its conceptual rigor, only two people (9.5 %) expressed that it was not feasible, the others (90.4 %) agreed that it was viable and 90.4%, that is, 19 people considered that the actions are clear.

The 100 % of the people who evaluated the continuous training actions considered their correspondence with the model that served as theoretical support to be between quite high and high.

The 95.23 % of the people who evaluated the design of the actions expressed that there is a high concentration of the characteristics of the educational context in it; on the other hand, 19 of them (90.4%) stated that their interests, needs and expectations were highly considered in their design.



The 100 % of those who evaluated the design of the actions agreed that the policies and methodological recommendations are of very good quality. In this sense, the clarity, precision and relevance of the objectives, as well as the content of the continuous training actions were rated between very good and good by 100 % of the evaluators.

This research that deals with the treatment of professional competencies in Physical Education teachers in Higher Education and its results has been compared with other studies related to professional skills, but for other purposes: The direction of improvement of the Education teacher School physics during job training (Iglesias *et al.*, 2017); Professional competencies of the Physical Education teacher and the sports coach (Isla, 2008); The professional competencies of Physical Education in the academic training process: systematic review (Brito, 2022) and the Training of professional competencies in the Physical Education careers and Sports training. Theoretical reflections (Zambrano-Yamalá, 2018).

CONCLUSIONS

In the La Isla de la Juventud context, the problem around the continuous training of Physical Education teachers in Higher Education was verified, based on the training policies of the Ministry of Higher Education; however, these fail to articulate with fundamental elements of scientific training that current times demand to favor the transformations required in teachers, while designs that are poorly oriented towards satisfying the needs of the participants and contextual emerge.

The actions were satisfactorily evaluated by the selected experts in their four components, structure and each of their designed phases; which allows the continuous training of Physical Education teachers of Higher Education by professional competencies and thus raise the quality of this process on the La Isla de la Juventud.

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Conflicts of interest:

The authors declare not to have any interest conflicts.

Contribution of the authors:

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



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