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Original article

Playfulness: an alternative in the training of the university student of Physical Culture

La lúdica: una alternativa en la formación del estudiante universitario de Cultura Física

Ludicidade: uma alternativa na formação do universitário de Cultura Física

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ABSTRACT

The present research addresses the importance of play in the university student of Physical Culture from the training process, which requires achieving high levels of knowledge and skills. From this perspective, the process of play is analyzed as an essential component in the initial training of the Physical Culture professional. Through play, training is more appropriate to the current university context according to the changes in the study plans, which is why a diagnosis of said component is necessary. The article had the purpose of creating pedagogical actions for the playful training of the Physical Culture professional,



from the Rhythmic and Ludic Education subject of the discipline Theory and Practice of Physical Education. Theoretical methods were applied such as: analytical -synthetic, systemic-structural-functional, and empirical methods, such as: observation, documentary review, interview, survey, pre-experiment (pretest and post-test) and expert judgment. Seven professors were consulted as experts, so a sample of 27 third-year students was used for having received the subject. As a result of the study and diagnosis carried out, insufficiencies were detected in the employment and use of play within the training process to achieve playful training and the need to transform the mode of action of the Physical Culture professionals, the results obtained in pedagogical practice demonstrated the usefulness of playful pedagogical actions.

Keywords: vocational training, playfulness.

RESUMEN

La presente investigación aborda la importancia de la lúdica en el estudiante universitario de Cultura Física desde el proceso formativo, que exige lograr altos niveles de conocimientos y habilidades. Desde esta perspectiva, se analiza el proceso de la lúdica como un componente esencial en la formación inicial del profesional de la Cultura Física. Mediante la lúdica se logra una formación más adecuada al contexto universitario actual según los cambios en los planes de estudios, por lo que resulta necesario el diagnóstico sobre dicho componente. El artículo tuvo el propósito de crear acciones pedagógicas para la formación lúdica del profesional de la Cultura Física, desde la asignatura Educación Rítmica y Lúdica de la disciplina Teoría y práctica de la Educación Física. Se aplicaron métodos teóricos como: analítico sintético, sistémicoestructuralfuncional, y empíricos, tales como: la observación, revisión documental, entrevista, encuesta, preexperimento (pretest y postest) y el criterio de expertos. Se consultaron a siete profesores como expertos, por lo que se utilizó una muestra de 27 estudiantes de tercer año de la carrera por haber recibido la asignatura. Como resultado del estudio y diagnóstico realizados se detectaron insuficiencias en el empleo y uso de la lúdica dentro del proceso formativo para el logro de una formación lúdica y la necesidad de transformar el modo de actuación de los profesionales de la Cultura



Física, los resultados obtenidos en la práctica pedagógica demostraron la utilidad de las acciones pedagógicas lúdicas.

Palabras clave: formación profesional, lúdica.

RESUMO

A presente pesquisa aborda a importância do lúdico no estudante universitário de Cultura Física a partir do processo de formação, que exige o alcance de elevados níveis de conhecimentos e habilidades. Nessa perspectiva, o processo lúdico é analisado como componente essencial na formação inicial do profissional de Cultura Física. Através do jogo consegue-se uma formação mais adequada ao contexto universitário atual de acordo com as mudanças nos planos de estudos, razão pela qual é necessário um diagnóstico desta componente. O artigo teve como objetivo criar ações pedagógicas para a formação lúdica do profissional de Cultura Física, a partir da disciplina Educação Rítmica e Lazer da disciplina Teoria e prática da Educação Física. Foram aplicados métodos teóricos como: analítico-sintético, sistêmico-estrutural-funcional, e métodos empíricos, como: observação, revisão documental, entrevista, levantamento, pré-experimento (pré e pós-teste) e julgamento de especialistas. Foram consultados sete professores como especialistas, portanto foi utilizada uma amostra de 27 alunos do terceiro ano por terem recebido a disciplina. Como resultado do estudo e diagnóstico realizado, foram detectadas insuficiências no emprego e utilização do lúdico no processo formativo para a concretização da formação lúdica e a necessidade de transformação do modo de atuação dos profissionais de Cultura Física, demonstrados os resultados obtidos na prática pedagógica a utilidade das ações pedagógicas lúdicas.

Palavras-chave: formação profissional, recreativa.

INTRODUCTION

The training of physical culture professionals throughout the country constitutes a need determined by the development of science and technology. It is of great importance to achieve immediate and effective preparation to increasingly enhance their intellectual



development, abilities, skills, feelings and standards of conduct as foundations for a personality that responds to the new demands of society.

The objectives of professional training for the 21st century have changed according to the pedagogical context and the globalization process. At present, it is necessary to understand the diversity of professional skills, which implies providing new educational offers that contribute to the understanding and respect of professional diversity, as well as the development of professional skills, which requires creating institutional contexts, favorable to diversity.

For Barroso (2022), initial training is the main way to obtain knowledge to develop education and vocational orientation as educators, it is where pedagogical, theoretical and practical skills, values, all aspects of great importance, of quality and category for their future work as educators.

Therefore, it is where the teacher has the purpose of training future professionals to assume the training of their future students in a critical and self-critical manner, responsible with a mode of action in accordance with the current contexts of society and the university, where they appropriate the basic knowledge of the profession.

For the authors Pérez *et al.* (2016), the training of higher-level professionals is developed in curricular way through the educational teaching process and extracurricular one, to guarantee the integrality of university students. Therefore, equal importance is given to the aforementioned and to the evaluative activities of the subjects, such as partial controls, final tests, integrative and investigative works.

The training of the Graduate in Physical Culture is not exempt from this, hence the plans and study programs of the career in question are perfected, however, it has not been enough because limitations are still perceived in the teaching and learning process regarding methods and procedures aimed at their training and pedagogical preparation that transforms their way of acting.



It is a reality that traditional features are still manifested in the teaching of classes, which limits the assimilation of the content, the system of knowledge, skills and values through playful activity as a component of the learning and teaching process. In Study Plan E_r in the program of the Practical Theory discipline, the union of the subjects Theory and Methodology of the Physical Education and Preschool Physical Education, Rhythmic Education and Theory and Practice of the Games was established with the aim of addressing the particularities in a logical and chronological manner. The union of the subjects is novel, but there is still insufficient work for the levels from the playful element in the teaching and learning process for their future work. With the union, the Rhythmic and Playful Education subject was established in the first year of the Day Course of the second period. Therefore, for Diaz, *et al.* (2021), the Rhythmic and Playful Education subject can be considered integrative within the curriculum. In other words, interdisciplinary work positively influences the comprehensive general training of the student.

Playful activity is important in this professional because it will allow the development of pedagogical skills to have a better communication process, encourages psychosocial development, the acquisition of knowledge and the formation of personality. The ludic component has been little treated in the Cuban Higher Education and Physical Culture networks are not excluded from them, demonstrated in the works found.

According to Barroso and Pérez (2022), Playful activities are a tool in the development of motor skills, the development of interpersonal relationships of children and family members and teachers during theoretical and practical activity.

For Posso *et al.* (2015) and Torres (2019), ... "play is a pedagogical procedure in itself. The playful methodology exists before knowing that the teacher is going to promote it. The playful methodology generates playful spaces and times.

For García *et al.* (2020), play in the classroom depends on the teacher and the interest he arouses in the students, so that, in this way, he creates a favorable climate where dynamics be the driver of knowledge, allowing the development of creativity and renewal in the learners, to be able to integrate and put into practice the new acquired lexicon.



Research developed such as those of Biscay (2007); Romero (2009) and Sierra (2013) have ventured into the playful component of the university student, in initial education and comprehensive training, whose analyzes demonstrate that it is possible to achieve this noble endeavor from a transformative and intentional position.

Other research such as those developed by Hernán and Gómez (2009) and Alcedo and Chacón (2011) have ventured into play, in primary schools, high school and in Physical Education classes respectively. Marles, *et al.* (2017) and Torres (2019), have addressed play in the university context as a strategy for the teaching and learning process from didactic actions.

Although these authors give ideas that allow general comprehension for its theoretical treatment, their analysis can be always applied to the university context of the Physical Culture students given the specificities of the training process in Higher Education.

For (Gómez and Rodríguez, 2015), as cited in Barroso *et al.* (2022), play is as broad as it is complex, as it refers to the need of human beings to communicate, to feel, express themselves and produce in human beings a series of emotions oriented through play.

It has been shown that in practice Physical Culture professionals do not use all the potential offered by the content to make curricular adjustments that allow the consolidation of the game, at different ages and social contexts, which does not fully allow their future professional performance.

For Díaz & Sampayo (2021), ... "the initial training of professionals has common elements in all its branches aimed at the comprehensive training of students, but each of the specialties of education has, from its profile, elements that characterize professionals. of each career and its functions in the context of action in which they operate."

In Cuba the research of González *et al.* (2021) stands out, which addresses play in Cuban Higher Education for comprehensive human development as a didactic tool.



In the particular context of the initial training process of the Physical Culture professional, although the contents related to the play component are declared as part of the training process, these have not been sufficiently addressed from their theoretical and methodological aspects.

In general, the systematization of the theoretical foundations that support the teaching-learning process of play is limited, which is reflected in:

Insufficient use of this physical activity as an educational tool, limitations of teachers in the function of this study activity in Physical Culture for the training of the student. Poor articulation of this specialty with theory and practice. Poor use of play tasks in relation to the didactic components that modifies their professional mode of action. Insufficient knowledge of play for the development of teaching activities. Insufficiencies when using a play component for the teaching and learning process; what negatively influences the playful training of the Physical Culture professional, it is distinguished as an objective: to create pedagogical actions for the play training of the Physical Culture professional.

MATERIALS AND METHODS

The research was characterized by its qualitative approach, as it dealt with the processes and experiences expressed by the teachers and students, given the logic proposed, different research methods were used: analytical synthetic: it was used to process the information collected during the research; the systemic structural functional: for the structuring of actions; observation: to verify the current state of the play training process in the initial training of the Physical Culture student from the Rhythmic and Leisure Education subject; document review: for the study of the treatment that play training has received in the training process of the Physical Culture degree; interview: to verify the position they have regarding the play training process and the survey: to collect the teachers' opinion about the way in which play training is developed



The subject Rhythmic and Playful Education belonging to the discipline Theory and Practice of Physical Education, was selected because it constitutes a discipline of the profession exercise and a subject of the same nature of great importance in the performance of the Physical Culture professional, in addition to the little treatment to the playful for the training and teaching and learning process. This led to the need to transform their professional mode of action in a playful way.

The research was carried out at the Faculty of Physical Culture of Santiago de Cuba starting from the 2017-2018 academic year; it had a qualitative approach because it focused on the study of the preparation of teachers and the playful training of students. In the initial verification, the interview and survey were carried out with students and teachers, observations of classes of the subject and the review of the study plan, program of the discipline Theory and Practice of Physical Education and of the subject were carried out. In this sense, 27 students were selected with a random sample of third year for having received the subject, it was also worked with 7 teachers who served as a basis for the analysis of the Playful Training. In checking the current state of the student's playful training process, a diagnosis was carried out that allowed defining weaknesses of the Rhythmic and Playful Education subject in the training process in three phases: the first aimed at the preparation, organization and planning of the diagnosis. The second is the application and completion of its diagnosis. The third phase is the planning and assessment of actions.

To carry out the diagnosis, the following indicators were established:

- Preparation of the teaching staff to face the demands of the student's playful training.
- The preparation of the university student in the teaching-learning process through the presence of playful activities in classes.
- Level of satisfaction of managers with the student's playful training for solving teaching tasks.



RESULTS

Document review results

Results of the analysis of the study plans

The element of play as an aspect of the characteristic of the university student of Physical Culture is poorly linked to his training process given the following insufficiencies:

Insufficiencies in the content of the course subjects that favor playful training. The student's training is aimed at physical and sports education (specializations) with a pedagogical nature.

Result of the analysis of the discipline program

The program of the discipline does not specify what the playful function consists of, it only mentions it and the playful training is not defined, the methodological aspects and indications, objectives, or procedures that conceive the playfulness as a component of the training of the university student of Physical Culture are limited.

Result of the analysis of the subject program

The program requires few aspects that allow for conceiving play as a component of the training of the university student of Physical Culture. The contents of the three topics are somewhat abbreviated as they do not consider the training needs of the university student in the current context of the Higher Education. Play is insufficient as a component of formative communicative and educational teaching and learning in students.

Observation results

The observations of eight practical classes showed that teachers, during the development of teaching activity, almost never take advantage of playful activities for student training from practical classes. Students almost never use the appropriate terminology in classes that allows the communicative role of the playful activity aimed at preparing the student from their initial training.



A student-student and teacher relationship is almost always observed through playful activities, when the teacher corrects the student and explains how the activity can be carried out and what it can be used for. Playful activity is not used depending on the dynamics of the teaching and learning process, as methods, that would allow them to prepare students in the area of games are not used, they do not use games to teach content. Sometimes a slight motivation and interest in playful activities is observed for the development of playful and pedagogical skills in the development of practical activities. Playful actions that encourage the playful behavior of students for their training are not used.

In the observation, 60 % of the classes state that they are almost never in relation to the established indicators and 20% sometimes and the other 20 % are never (Table 1).

Table 1. - Observation Results

Aspects to observe	YES	No	N	CN.	CS.	av
The playful activities are used for the playful training of the student from the practical classes.				x		
The appropriate terminology is used in classes that allows the communicative role of the playful activity aimed at the training of the student from their initial training.				x		
Student-student-teacher relationship through playful activities				x		
The activity based on playful training allows a dynamic in the teaching and learning process.						x
Knowledge, skills, motivation, interest in playful training for the initial training of students.			x			

Legend: N- never, C N- almost never, S- always, C S- almost always, A V- sometimes

Results of the interview with teachers of the subject

In the interview with teachers, three of them, representing 42.85 % of these teachers, identified playful training as an aspect related to activities through play. (Table 2) The other four teachers, 57.14 %, identify it as an educational tool for their future potential work. It means that two of the teachers who represent 28.57 % offer valuable arguments that justify the contribution of the subject to achieve playful training in the training process, 71.42 % for five teachers who do not offer the arguments for training playful, since only the game is discussed and play is used not as a teaching and learning tool.



The 71.42 % of teachers agree that the majority of students do not achieve playful training from the subject, as predominant elements of student participation in solving academic, research and work tasks, the lack of training prior to the solution of playful activities that are oriented. 28.57 % of teachers agree that they do achieve playful training since the subject is linked to play.

One hundred percent of the teachers agree that extension activities contribute to playful training, where research and work dimensions are left out by not giving them the importance, the veracity that they have in the training process, in their dynamics of teaching and learning throughout the career.

In general, there is a fair level among teachers to meet the demands of the student's playful training.

Table 2. - Interview results

Questions	Teachers	Total
1	42.85% (3)	57.14%(4) 100%
2	28.57% (2)	71.42% (5) 100%
3	28.57% (2)	71.42% (5) 100%
4	100%	100%

Results of the survey

A survey was carried out on 15 teachers, where 11 of them stated that the results achieved in the teaching-educational process are acceptable to 73.33 % of the teachers since it is a subject of the base curriculum and the exercise of the profession, another group of four teachers states that it is not acceptable to 26.6 %. (Table 3). For six of the teachers, 40 %, the subject of the year partially influences the student's training because it is given in a single period despite having 80 hours of classes, and nine teachers, 60 %, do not notice its influences anymore. that do not use playful activity in the teaching and learning process, they do not make games with a didactic nature that takes into account the contents of the classes.



The 100 % of teachers consider that students acquire skills that allow them to develop game activities in classes, but it does not fully prepare them for their work since they do not present continuity, systematicity, they do not present creativity, there is a lack of improvement. The topic of playful training is not observed and is not included in the methodological work of the discipline. 100 % of the teachers evaluate it as fair the level of training because more practical activities are needed, linking playful activities with the teaching and learning process, an element that influences the training process.

Playful activity is used very little as part of the training of students in the learning process in classes, except in those subjects that almost always use it during their training as they do not receive playful content, which causes them to not prepare correctly the students, there are few routes used for playful training.

Table 3. - Results of the test

Questions	Teachers		Total
1	26.6%	73, 33%	100% (27)
2	40%	60%	100% (27)
3	100%	70.37% (19)	100% (27)
4	100%	100%	100% (27)
5	100%		100% (27)
6	18.51%(5)	81.48% (22)	100% (27)

Student interview results

The interview with students, 12 of them for 44.44 %, consider that playful training is the way to direct and to a small extent it is a process oriented towards an objective, so 15 students, for 55.55 %, consider it the way of preparing to provide motivation, develop physical-motor capabilities (Table 4). It was found that 22 students, the 81.48%, do not feel prepared in relation to the playful content for their training and do not know why, the other 18.51 %, five students, responded affirmatively. 29.62 %, (8) the students, state that their training to direct the game is good and 19 of them for 70.37% state that it is average, but in no case, there is an argument as to why and how to develop a playful training.



The 100 % of the students say they have been prepared a little, but they should do more practical activities that prepare them as professionals and be able to face the class groups when graduate. They are not prepared from their training as professionals to direct playful activity and they do not always carry out independent study with sufficient quality; the importance of recreation as an educational tool in the teaching and learning process is not always understood.

The 25.92 % for a total of seven students were able to explain with solid arguments that the subject provides knowledge to solve problems that arise in their personal life, stating that the teacher generally guides tasks for the work and research component which are reviewed during the evaluation of practical classes, while 70.37 % for a total of 19 students offered no arguments. 81.48 % of the students (22) affirm that the content they receive through the subject contributes to solidly preparing them for their training as future Physical Culture professionals, while five students for 18.51 % were able to offer valuable arguments on the importance of play.

Table 4. - Results of student interviews

Questions	Students	Total	
1	44.44% (12)	55.55% (15)	100% (27)
2	81.48% (22)	18.81% (5)	100% (27)
3	29.62% (8)	70.37% (19)	100% (27)
4	100%		100% (27)
5	25.92% (7)	70.37% (19)	100% (27)
6	18.51% (5)	81.48% (22)	100% (27)

Due to the results obtained in the diagnosis and the logic of the research, pedagogical actions are required according to the diagnosis for the playful training of the Physical Culture professional.

- Establish a playful strategy to perfect the student's playful training from practical classes.
- Propose actions with a playful pedagogical nature in teachers' preparations.



- Prepare a booklet that considers orientation, communication and playful education as the essential components of the playful training of university students. la Cultura Física.
- Prepare the seminars with an integrative nature and a playful approach and use these in other subjects of the discipline and career.
- Organize playful tasks that lead to investigative work in academic Google on physical activities, as well as authors who deal with it and have students carry out written work on the importance of it.
- Plan activities of the specialty in physical culture. Create pedagogical actions from the departments where the center of attention is play to strengthen playful training.
- Analyze the information collected to identify deficiencies in the playful training of Physical Culture professionals.

DISCUSSION

The results obtained are oriented towards the components of play with the purpose of transforming conceptions, modes of action and of the students towards the career. So that they learn to value their performance and to offer the teaching-learning process.

The actions were valued by a group of selected experts, with experience in the subject and more than 15 years of experience. 100 % rate it as appropriate and feasible, it responds to the current context of the university and to maintain a broad profile in the training of the Physical Culture student, the theoretical foundations are adequate and fundamental in the process contributing to playful training.

For Díaz and Sampayo (2021), when talking about the Process in the training of a professional, it is important to point out that it must be maintained permanently and updated as new research emerges. The development, education and instruction should be



worked as categories of pedagogy in initial training reveal, according to Suárez and Hernández (2021), the essence that training must constitute a quality educational process.

Therefore, as Varona (2020) states, one of the challenges to overcome is to have relevant curricular designs that lay the foundations to promote a continuous increase in quality and effectiveness in the comprehensive training of professionals.

Studies carried out by Gutiérrez *et al.* (2018) and Gonzalez *et al.* (2021) demonstrate that researchers accept the importance of play and as a teaching and learning process in the training of university students of Physical Culture and actions and activities are proposed, aimed at improving the process and the future mode of action and a motivation towards the career.

According to Biscay (2007, playful training, like teaching practice, must go through all training and continue throughout professional life. Play offers several benefits in a learning environment, and causes active learning, because it involves emotions, generates enjoyment, creative ideas, and promotes challenges and changes (Marles, Peña Gómez 2017).

For Torres (2019), playfulness refers to the need that human beings have to feel, communicate and express emotions, oriented towards recreation, and which leads to enjoying, laughing, shouting or even crying in a true manifestation of emotions, which They must be channeled by the facilitator of the process.

For Jiménez and Matos (2021), the connection with society of university students is conceived as an aspect of their professional training. This is a continuous and systematic process of appropriation of a system of knowledge, values, experiences that originate with the conscious, critical and creative participation of the student, in activities coherently organized from the articulation of moral, aesthetic, ideo-political and scientific aspects for their personal and professional education, based on their learning and development.



One of the central objectives of higher education lines is precisely to develop and increase critical, creative, innovative and strategic thinking in students so that they develop cognitive and complex skills (González and Rivera, 2020).

For the authors Zúñiga and Daley (2022), the methodological aspects of professional pedagogical training focus on the problematization of curricular content as an essential link that determines the logic of the formation and development of professional pedagogical skills: plan, organize, direct and control the teaching-learning process.

Consequently, the transformations in the professional training process, play is an appropriate element for meaningful learning and flexible teaching, which constitute premises for teachers of the Rhythmic and Playful Education subject and for university students of Physical Culture so that they perfect their ways of acting. Thus, it was demonstrated that the proposal from the system of actions in the subject program achieved a positive transformation in both teachers and students.

In the assessment of student results in relation to play in their training process, the contents of playful knowledge, its didactic performance and professional playful skills were taken into account, where the general results are positive since they acquired better performance in solving teaching and research tasks through playful activity, a higher level of reproductive assimilation and knowledge, as well as motivation towards playful activities; therefore, an improvement in the skills to direct the playful activity in the teaching and learning process in the internal teaching practical classes. Perfection is achieved in interpersonal relationships, there is greater exchange between students- students, students-teachers.

Playfulness is valued as a necessary element in their training as they feel more involved in the classes, although they are still not completely critical in their mistakes regarding the methods or procedures to be used in practical activities and in their orientation and communication skills for the achievement of active and growing learning.



In the student's performance, there were few skills to value play in their training process and their learning, little knowledge for learning in growth, which demonstrates the poor orientation and communication skills for the self-improvement of play.

In general sense, the results obtained are superior to the previous ones, which accounts for the transformations achieved in the students in the fulfillment of their teaching tasks practices as future professionals. The actions also had their impact on the teachers of the Rhythmic and Playful Education subject, reaching higher levels in their theoretical-methodological preparation.

CONCLUSIONS

The study of the theoretical and empirical references applied in the research made possible the real and contextualized diagnosis of the characteristics of the teacher and the students in the subject Rhythmic and Playful Education for playful training, identifying the main existing problems such as the little knowledge about the play as an educational and communicative tool, insufficient play pedagogical skills, little development of play in the training process.

The deficiencies found during the diagnosis carried out demonstrate that, despite the teachers' efforts to teach and develop playful skills in students, efforts need to be increased to guarantee quality in the training process of Physical Culture students.

The actions conceive the playful preparation of students and teachers, its link with the adaptation of the playful-didactic components to the characteristics of the students.

The assessment of the actions by the different specialists agrees that they favor the process of playful preparation of the university student of Physical Culture for their comprehensive training.



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The authors declare not to have any interest conflicts.

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



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