

# PODIUM

Journal of Science and Technology in Physical Culture

EDITORIAL LIBERCIENCIA

Volume 18  
Issue 3

2023

University of Pinar del Río "Hermanos Saíz Montes de Oca"



*Translated from the original in spanish*


*Original article*

## *Pedagogical strategy for the preparation of the Physical Education teacher as a conflict mediator*

*Estrategia pedagógica para la preparación del profesor de Educación Física como mediador de conflictos*

*Estratégia pedagógica para a preparação do professor de Educação Física como mediador de conflitos*

Lázaro Lanier López Llerena<sup>1\*</sup>  , Esteban Rodríguez Torres<sup>2</sup>  ,

Lisandro Herrera Arencibia<sup>3</sup> 

<sup>1</sup> University of Habana. Habana Cuba

<sup>2</sup> University of Ciego de Ávila Máximo Gómez Báez. Ciego de Ávila, Cuba

<sup>3</sup> University of Pinar del Río "Hermandos Saíz Montes de Oca". Pinar del Río, Cuba

\*Corresponding author: ert931025@gmail.com

**Received:** 05/02/2023

**Approved:** 30/08/2023.



---

## ABSTRACT

The achievement of accessible and quality education for all citizens is, currently, one of the priorities for the training of professionals, since they contribute to the development of a recognized education system, both nationally and internationally. In this way, the objective of the study carried out was to design a pedagogical strategy to prepare the teacher as a conflict mediator in the Physical Education class, in the basic secondary schools of the municipality of La Habana del Este. For this purpose, a mixed approach was used, in order to group document analyzes and qualitative descriptions together with tables and figures to complement and enrich the study qualitatively and quantitatively. As the main result, the principles, premises and methodological procedure for the integration of educational influences were evident. In a general sense, the preparation of the teacher as a conflict mediator responds to the prioritized programs of the Ministry of Education in its improvement agenda towards 2030 and of the National Institute of Sports, Physical Education and Recreation.

**Keywords:** Conflicts; Physical education; mediation; teacher

---

## RESUMEN

El logro de una educación accesible y de calidad para todos los ciudadanos es, en la actualidad, una de las prioridades para la formación de profesionales, puesto que estos contribuyen al desarrollo de un sistema de educación reconocido, tanto a nivel nacional como internacional. De esta manera, el estudio realizado se propuso como objetivo diseñar una estrategia pedagógica para la preparación al profesor como mediador de conflictos en la clase de Educación Física, de las escuelas secundarias básicas del municipio La Habana del Este. Para ello, se utilizó un enfoque mixto, con el fin de agrupar los análisis de documentos y las descripciones cualitativas junto a tablas y figuras para complementar y enriquecer el estudio cualitativa y cuantitativamente. Como principal resultado, se evidenciaron los principios, premisas y el procedimiento metodológico para la integración de influencias educativas. En sentido general, la preparación del profesor como mediador de conflictos da respuesta a los programas prioritizados del Ministerio de Educación en su



---

agenda de perfeccionamiento hacia el 2030 y del Instituto Nacional de Deporte, Educación Física y Recreación.

**Palabras clave:** Conflictos; Educación Física; mediación; profesor.

---

## RESUMO

A concretização de um ensino acessível e de qualidade para todos os cidadãos é atualmente uma das prioridades para a formação dos profissionais, uma vez que contribuem para o desenvolvimento de um sistema educativo reconhecido, tanto a nível nacional como internacional. Desta forma, o estudo propôs desenhar uma estratégia pedagógica para preparar o professor como mediador de conflitos nas aulas das escolas secundárias básicas do município de La Habana del Este. Para isso, foi utilizada uma abordagem mista, de modo a agrupar a análise de documentos e descrições qualitativas com tabelas e figuras para complementar e enriquecer o estudo, tanto qualitativo como quantitativo. O principal resultado é a integração das influências educacionais, os fundamentos, princípios, premissas e procedimento metodológico. De um modo geral, é evidente a preparação do professor como mediador de conflitos, respondendo aos programas prioritários do Ministério da Educação em aperfeiçoamento para 2030 e do Instituto Nacional de Esportes, Educação Física e Recreação.

**Palavras-chave:** Educação Física; conflitos; Mediação; Professor.

---

## INTRODUCTION

Currently, educational models, in multiple regions of the world, are under constant review, because when the predominant culture progresses, the tendency is to prioritize what is external, what is immediate, what is visible, what is fast, what is superficial and what is provisional; it is in this order of ideas where education has the duty to influence the current social chaos (UNESCO, 2015). In relation to this topic, Méndez (2018) and Campillo and Kerguelen (2021) have stated that education contains a treasure that must be developed to achieve goals and objectives linked to healthy recreation.



From this perspective and to achieve such a substantial aspiration, will is needed on the part of several institutions, among which education stands out, with personnel prepared to face such challenges. Cuba, as a developing country, has more than demonstrated since January 1, 1959, its commitment to achieving excellent education.

In addition to what was stated, the constitution approved by Cubans in April 2019, reflects the right of everyone to quality education, article 73 specifies "Education is a right of all people and the responsibility of the state, which guarantees free, affordable and quality education service for comprehensive training, from early childhood to postgraduate university education" (Constitution of the Republic of Cuba, p.6).

With the aim of training human resources capable of developing a massive and quality movement around the practice of physical exercise, sports and recreation, the "Comandante Manuel Fajardo" Higher School of Physical Education was created in 1962 for the training of middle technicians. Subsequently, the "Comandante Manuel Fajardo" Higher Institute of Physical Culture was created, for the training of graduates, in 1973.

Likewise, with the creation of the Ministry of Higher Education (MES) in 1976, important changes occurred in the organization of this type of education in Cuba. One of them was the creation of the "Comandante Manuel Fajardo" Higher Institute of Physical Culture, a study center that evolved into the "Comandante Manuel Fajardo" University of Physical Culture and Sports Sciences in 2009, with faculties in all the provinces of the country and in the special municipality of Isla de la Juventud (Gómez *et al.* 2019 and Rodríguez *et al.* 2019).

Moreno Iglesias *et al.* (2019) have expressed that these centers are palpable examples of the will to offer the opportunity to practice physical exercises, recreation and sports, all under the leadership of qualified professionals capable of facing new challenges with preparation. On the other hand, special attention is given to the training of the Physical Culture, Sports and Recreation professional conceived in the curricula approved by the MES, from plan "A" to "E", currently in progress; preparation that continues once graduated, with actions designed by the municipal level and educational centers that aim to achieve these objectives.



Various researchers refer to the need for continuous preparation of teachers, including Álvarez Cobas *et al.* (2022), Álvarez Gómez *et al.* (2021), Camacho (2018), Cañizares Hernández and Pérez (2022), Da Luz Pereira *et al.* (2022), Pérez *et al.* (2023) Rodríguez (2022), Rodríguez *et al.* (2022), Ramírez *et al.* (2023), Rodríguez *et al.* (2023) and Tamayo *et al.* (2022). These authors also specify the importance of actions aimed at professionals, in a general sense, and at the branch of physical culture, aimed at mastering elements of pedagogy, in order to offer a class of excellence in current times, based on of the comprehensive training of children, adolescents and young people.

In this way, the pedagogical preparation of this professional plays a primary role, which must not only contemplate elements of physical exercise and competition to be developed by students during the Physical Education class; but also, the development of the student's personality.

However, the diagnosis carried out shows that in these preparation sessions, physical exercise aspects are prioritized, with respect to pedagogical preparation, which is considered to neglect the pedagogical training of the professional. Based on what has been stated, there are deficiencies in the actions of teachers to mediate conflicts that appear during class, motivated by the dynamics of the activity, as these are different from those that occur in classrooms where other subjects are taught to the training of learners.

About these dynamics that develop during Physical Education class, Bujosa *et al.* (2018) have stated that the procedural nature of this area makes it a space of freedom of feelings and explosion of emotions arising from its social nature. This specificity causes confrontation to easily occur between students and, consequently, the conflict.

Thus, various conflicts are revealed, caused by various reasons such as possession of implements, the need to win, rivalries and violations of the rules of the game, problems that are aggravated by the interaction of the students during class and become more complex depending on the class the characteristics of adolescence, that is why interpersonal, intra- and intergroup conflicts are generated, mediated by emotions and that cause changes in the emotional state of the person and the need for preparation to face them.



In the studies of Ramón *et al.* (2019) it is described that conflict has its origin in the non-satisfaction of basic human needs, such as feelings of belonging, acceptance and respect from others and emphasizes the importance of paying attention to emotions, since they accompany conflicts and are expressed through fear, anger, distrust, suspicion, contempt, rejection and resentment, among others.

In relation to the above, the term school conflict has been addressed by researchers such as Guillamón *et al.* (2020) and Merino and Mora (2022) who describe it as the process that involves two or more people who enter into opposition or disagreement due to truly or apparently incompatible interests, among members of the educational community such as students, teachers and parents, and that can occur within school facilities or in other spaces directly related to school, such as the surroundings of the school or places where extracurricular activities take place.

The above causes limitations for Physical Education teachers to carry out their pedagogical work and to develop educational work, by not having the necessary tools to face the conflict through mediation. It should be noted that these deficiencies were reflected in the initial diagnosis; in this way, during municipal preparations there are many issues related to the correct performance of physical exercise and therefore, coordinators, tutors and school directors are responsible for pedagogical preparation, who find it difficult to address these situations related to physical activity.

That is why the objective of the article is declared to design a pedagogical strategy for the preparation of the teacher as a conflict mediator in the Physical Education class, in the basic secondary schools of the municipality of La Habana del Este. The importance of this strategy lies in the innovative elements it provides for the solution of existing conflicts in the Physical Education class, and how it can be a pedagogical way to face the new demands that arise in the framework of current education.



---

## MATERIALS AND METHODS

To carry out the research, a mixed approach was used with emphasis on socio-critical study, developed through participatory action research. Likewise, different research methods and techniques were used.

From the theoretical methods:

Historical-logical: it allowed the analysis, comparison and determination of the evolution of the problem posed, and to structure in a logical and concatenated way the fundamental contents in the preparation of the Physical Education teacher as a conflict mediator.

Systemic-structural-functional: it favored identifying the relationship between the teacher's preparation and his/her intervention in conflicts in the Physical Education class.

Analytical-synthetic: it allowed the analysis of all the components that were part of the strategy and subsequently, the synthesis was used to establish the corresponding links by proposing essential relationships.

Inductive-deductive: it was used to integrate stages and actions to be developed during the implementation of the strategy, by relating the parts as a whole.

Modeling: it allowed, from abstraction and representation, the elaboration of the pedagogical strategy for the preparation of the teacher as a conflict mediator in the Physical Education class in the basic secondary schools of the municipality of Habana del Este, which was possible through the determination of the essential relationships of the object investigated to discover new qualities, which enable an ideal representation.

Of the empirical methods, the following were used:

observation: it was used to collect information during class observation to verify the relationships that were manifested and the teachers' responses to conflictive situations.

Survey: empirically guaranteed to assess teachers' knowledge of conflict mediation issues in the Physical Education class and satisfaction with the workshop system developed with teachers for mediation.





Interview: it was carried out with students, managers and methodologists, it allowed to know the assessment of the treatment given by Physical Education teachers in the conflicts that take place during class.

Documentary analysis: it served to assess what was addressed in regulatory documents such as the methodological work plan on conflict mediation in the Physical Education class.

Triangulation of the results: it allowed the elaboration of the diagnosis on the preparation of the teacher as a conflict mediator in the Physical Education class of the basic secondary schools of the municipality of La Habana del Este.

The main scenarios of the research were the Municipal Sports Directorate and the Municipal Education Directorate, of Habana del Este municipality, responsible for the preparation of Physical Education teachers. It was carried out in the 14 basic secondary schools of the municipality. The research took place during the 2020/2021 academic year and teachers, students and educational level methodologists participated.

The population used for the research was made up of 35 teachers, 3,121 students and five methodologists, from which a sample of 31 teachers, 1,500 students and five methodologists was selected, which represented 94.28% of the teachers, 48.06 of the students and 100% of the methodologists.

For the selection of the sample of teachers, it was necessary that they had at least three years of practice, the selection of the students was made based on their stay at the school for more than six months and, finally, the methodologists must have at least three years' work experience in the municipality (Table 1).



*Table 1. - Characterization of the research sample*

Method	Description	Population	Sample	%
<b>Observation</b>	Class visits	35	21	60
	Physical Education Teachers	35	33	94.28
<b>Survey</b>	DMD and DME methodologists	5	5	100
<b>Interview</b>	Students	3121	1500	48.06

The theoretical systematization carried out of the categories teacher preparation, conflicts, conflict mediation and Physical Education class allowed the work with essential ideas that supported the definition of the variable to be transformed (Table 2).

*Table 2. - Research variable, dimensions and indicators*

VARIABLE	DIMENSIONS	INDICATORS
Conflict mediation  In physical education class.  Action developed by the Physical Education teacher, aimed at solving conflicts with the achievement of agreements, which promote a quality class and individual and collective growth	Cognitive	Teacher's knowledge of conflicts
		Typology of conflicts faced by the teacher in the Physical Education class
		Knowledge that the Physical Education teacher has to exercise conflict mediation
	Teaching-Methodological	Methodological projection aimed at the Physical Education teacher for the treatment of conflicts
		Preparation actions received by teachers to exercise mediation in the Physical Education class
	Teacher performance	Importance that the teacher gives to conflict resolution
		Response of the Physical Education teacher to the appearance of conflicts
		Assessment of conflict mediation according to the Physical Education teacher



---

		Actions carried out by the Physical Education teacher to exercise mediation in the class
--	--	------------------------------------------------------------------------------------------

---

Conflict mediation in the Physical Education class is defined as the action developed by the Physical Education teacher, focused on conflict resolution, through various agreements that can contribute to the quality of the class and individual and collective growth. In the research, conflict mediation was assumed as a dependent variable and the dimensions were proposed: cognitive, teaching methodological and attitudinal.

The cognitive dimension included the teacher's knowledge about conflict and mediation; the methodological teaching dimension described the preparation received by the Physical Education teacher as a mediator in the class and the attitudinal dimension, the teacher's assessment of the preparation as a mediator in the class, as well as the response offered as a conflict mediator.

## RESULTS

To diagnose the current state of preparation of the Physical Education teacher as a mediator of conflicts in the class, the used methods were: analysis of documentary sources, questionnaire (to teachers and methodologists of the municipal sports and education directorates), semi- structured interview to students, class observation and methodological triangulation. The results obtained by applying the aforementioned methods are presented below.

### *Results of the analysis of documentary sources*

Once the observation guide was applied and the review of the documentary sources was carried out, the following conclusions were reached:



- Resolution 50 of the Ministry of Education (MINED) establishes the objectives of the preparation of teachers in the sector and clearly defines the paths for this preparation.
- In the observation made to the methodological work plan of the Municipal Directorate of Education, the actions to be developed are outlined with the objective of methodologically preparing Physical Education teachers. Emphasis is placed on ideological political preparation and the formation of values, in correspondence with the country's politics and the objectives of the 2030 Agenda. No action is conceived aimed at preparing the teacher as a mediator of conflicts in the class.

Once the observation of the methodological work plan of the basic secondary educational level was made, the lack of actions for the preparation of Physical Education teachers could be observed; likewise, no action is planned to prepare the teacher as a conflict mediator in the class.

During the review of the methodological work plans of the educational centers, the planning of actions for the teachers of the centers was verified, with the objective of knowing and correctly applying the disciplinary regulations, avoiding situations of violence, the formation of values and the ideological political preparation of teachers. As in previously observed plans, no action was planned to prepare the teacher as a conflict mediator in the class.

The observation of the planning of municipal methodological preparations for Physical Education teachers of the sports department reflected how to maintain discipline in the class and how to avoid situations of violence, the formation of values and the ideological political preparation of the teachers, but in this document, no actions were conceived to prepare the teacher as a mediator of conflicts in the class.

Once the analysis of the documentary sources was carried out, it was concluded that the actions aimed at the preparation of the Physical Education teacher take place from the municipal level to the school center; the greatest strength in this preparation was directed at class planning, how to maintain discipline in the class, how to avoid situations of violence,



the formation of values and ideological political preparation. In none of the documents reviewed were actions to prepare the teacher as a mediator of conflicts in the class contemplated.

It is important to highlight that the survey applied to Physical Education teachers reflected that 100 % of them recognize the existence of conflicts in the class, other responses were:

The results reflected that the conflicts that arise in the Physical Education class are closely related to the aspirations and goals of adolescents, which characterizes this stage of life. Likewise, the limitations of materials for carrying out the class are present and are the cause for these events to arise.

Closely related to the previous aspect, the results of the questionnaire applied to teachers regarding preparation as a conflict mediator in the class are shown, which served as indicators of the methodological teaching dimension (Figure 1).

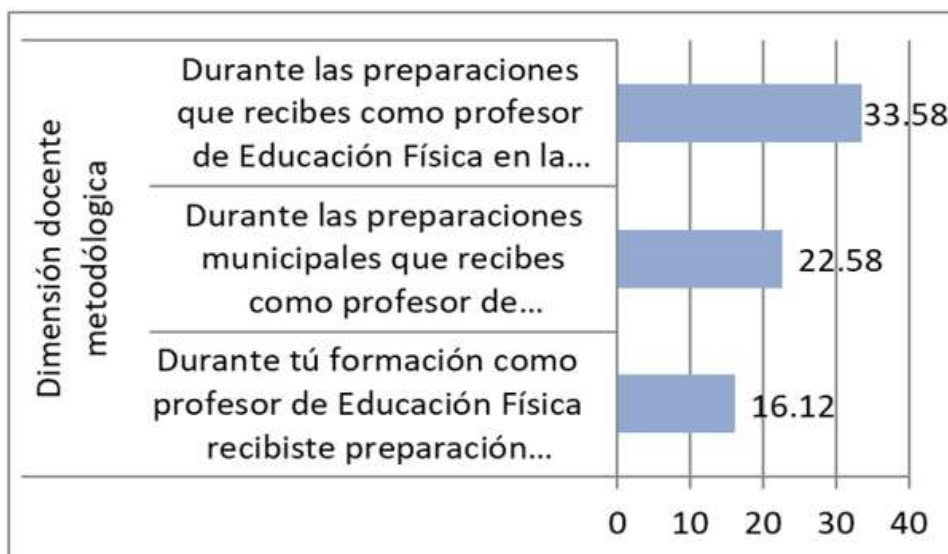


Fig. 1. - Results of the survey of teachers regarding preparation as a conflict mediator in the class.  
*Methodological dimension*

When analyzing the results, the insufficient preparation that the teachers received to face the conflict through mediation was evident, an aspect that reinforces the problem of the



research and the need for the strategy proposed as its objective. The actions in their training as Physical Culture professionals and their preparation once they graduate, do not respond to the demands and dynamics of the educational teaching process in the event of conflicts, which is why the reformulation of study plans from training is necessary from the formation of the future professional of Physical Culture.

The preceding analysis reflected that mediation is not the most recurrent thing to resolve conflicts in the class, it was recognized that action is always taken in the presence of the phenomenon and in most cases a solution is sought, with the intervention of others teachers of the educational center, which indirectly recognizes the inability of the Physical Education teacher to solve it. Once the diagnosis is applied to methodologists, the following results are shown (Figure 2):



Fig. 2. - Survey of methodologists

The results related to the questionnaire expressed that mediation was not a topic to be worked on in the municipal preparations aimed at Physical Education teachers and showed the absence of actions for the mediation of conflicts in the class, which is why the teacher does not have with tools for mediation and points out the need for a strategy based on the problem. Once the diagnosis was applied to basic secondary school students, the following results were revealed:



In the first question: What conflicts are seen in the Physical Education class?, the students responded (Figure 3):

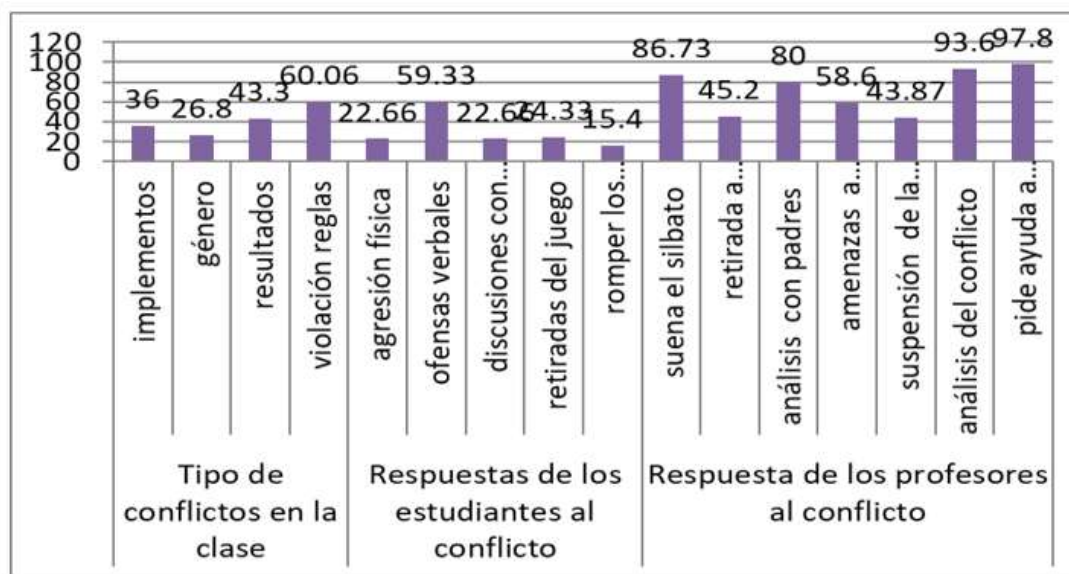


Fig. 3. - Interview conducted with students from basic secondary schools

The analysis of the results showed limitations in the teachers' preparation to mediate the conflicts that were generated in the Physical Education class. In the opinion of the students, mediation was not the most recurrent procedure when the conflict appeared, rather punishment of those involved and analysis with the parents were resorted to. Once again, this instrument demonstrated deficiencies in the preparation of the Physical Education teacher to exercise mediation.

## DISCUSSION

Based on the results obtained, the pedagogical strategy was designed to prepare the Physical Education teacher as a mediator of conflicts in the class. It was assumed what was proposed by Rojas Valladares *et al.* (2020) by expressing that it is a consistent way of articulating psycho-pedagogical intervention processes, which result in the establishment of a helping relationship, either individually or in a group to reach higher levels in human development and personal growth.



The proposed strategy was based on the following principles:

- Conception with a systemic approach in which coordination relationships predominate, although subordination and dependency relationships are still present.
  - A structuring based on phases or stages related to orientation, execution and control actions; regardless of the dissimilar nomenclature used for its name.
- The act of responding to a contradiction between the current state and the desired one of a specific object, located in space and time, which is resolved through the programmed use of certain resources and means.
- A dialectical character, which is given by the search for the qualitative change that will occur in the object (real state to the desired state), by the constant adjustments and readjustments that its actions may undergo and by the articulation between the objectives (pursued goals). and the methodology (instrumented ways to achieve them), among others.

Taking into account the previous aspects, the pedagogical strategy is based on the comprehensive-physical-educational approach. The objective components, foundations, premises, stages, actions and phases were specified, structured in a system that allows the interpretation of the process. All of the above responds to the diagnosis applied to Physical Education teachers to know their level of preparation to exercise conflict mediation in the class and was structured in four interrelated stages.

I. Diagnosis.

II. Strategic planning.

III. Instrumentation.

IV. Assessment.

The strategy aims to prepare the Physical Education teacher to mediate conflicts in the class, it presented features of being flexible, integrated and formative and was developed over a period of seven months with a monthly meeting during the teachers' preparations. of Physical Education of the municipality. During the planning of the strategy, the results of





the diagnosis applied to teachers, methodologists and students were taken as a starting point. For the design of the strategy, the following aspects were required:

- The objectives of the subject Physical Education at the basic secondary educational level and the particular objectives of the three grades.
- The role of the Physical Education teacher at the educational level.
- Methodological planning for Physical Education teachers of the municipality.
- The preparation of municipal methodologists.

Its objective was taken into account, from the integration of the theoretical and the practical. During the implementation phase of the strategy, aspects such as flexibility, the open, critical, reflective and developmental nature of the workshops and the procedures to be developed for its application were assumed. The proposed strategy was inserted into the methodological work with the Physical Education teachers of the basic secondary schools of Habana del Este.

First phase: carrying out preparation workshops for Physical Education teachers from the basic secondary schools of Habana del Este for the mediation of conflicts in the class. Basically, the conflict was worked on, its causes, typologies and the methodology of mediation.

What was expressed by Machado et al. (2018) was taken as a reference for the application of the workshops, who state that the workshops provide knowledge, become models of action on the methods used, open spaces for analysis, respect for the opinions of others, recognition of the merit of others and cooperation in the construction of learning and values. In addition, they allow to evaluate the level of knowledge and skills of the group members, as well as their progressive development to achieve the proposed objectives.

Workshops

I: Workshop. Presentation

Objective: introduce the participants and inform the objective.



---

## II Workshop. Definition of concepts

Objectives: define the concepts of conflict, communication, mediator and mediation.

## III. Workshop. The conflict

Objective: explain the concept of conflict.

## IV. Workshop. Conflict, types and causes in Physical Education class

Objective: define types of conflicts and their possible causes in the Physical Education class.

## V. Workshop. The communication

Objective: define communication and its importance to avoid and/or solve conflicts in the Physical Education class.

## IV. Workshop. The mediator and mediation

Objective: define mediator, mediation and its importance in resolving conflicts in the Physical Education class.

## VII. Workshop. Evaluation of the mediator's management

Objective: evaluate the performance of the mediator in resolving the conflict in the Physical Education class.

## VIII. Workshop. Final evaluation of what was done in the workshops

Objective: evaluate what has been learned and what situation the mediators are in to face their future task.

To evaluate the effectiveness of the strategy, consultations were carried out with expert psychologists and Physical Culture specialists, based on the application of the Delphi method and the following were taken into account:

- Research experience in conflict issues.
- Experience as a psychologist or psych pedagogue.



- Participation in national or international events on conflict issues.
- Publications of books, articles or other materials related to the topic.

The calculation of the competence coefficient (k) was carried out, the expression was used for this and 100% of the selected professionals reached levels between medium and high. Where (kc) is the knowledge coefficient, and (ka) is the argumentation coefficient. Once the workshops have been applied, the following results are presented according to user criteria.

The 100 % of the teachers consider the mediation process to be of vital importance for resolving conflicts in the Physical Education class.

The 93.54 % of teachers report having appropriated the tools to mediate conflicts generated in class.

The research carried out showed the importance of training the Physical Education teacher for conflict mediation. In this context, the results are related to those provided by Cañadas and Santos (2021) when taking into account the methodology used to care for teachers who teach Physical Education in the first grades of primary education. Likewise, it shares similarities with the results obtained by Sierra *et al.* (2021) that address the work on conflict mediation as a way to enhance interpersonal relationships and sports performance.

Likewise, the results present similarities with research carried out by Bujosa *et al.* (2018), Gomez *et al.* (2019), Rojas *et al.* (2020) and Sierra *et al.* (2021) who highlight the need to prepare the Physical Education teacher as a conflict mediator in the class. Finally, similar effects are evident in the research carried out by Ramírez *et al.* (2023) who design a task plan capable of covering both physical and recreational activities, opting to raise the quality of life of children and young people in the municipality of Morón.

The present research took into account the few tools that the teacher has for mediation, however, it provides the methodology from a system of workshops for the training of the Physical Education teacher in mediation during the appearance of conflicts in the class. The validated proposal reinforces the need for the teacher's mediating action; in this way, it can



be used when very frequent conflicts appear in educational centers and to do so, elements addressed in the psychology of sports and physical exercise must be taken into account.

## CONCLUSION

The research demonstrated the limitations of the Physical Education teacher in the basic secondary schools of the municipality of Habana del Este, for the mediation of conflicts generated during class. The strategy demonstrated the feasibility of using workshops in preparing teachers for conflict mediation.

The results specified the need to provide quality Physical Education in schools and took into account physical exercises in their most diverse manifestations (physical education, sports, gymnastics, games, physical exercise adapted for people with deficiencies derived from multiple diseases), the proposal was adjusted and adapted to the needs of teachers at work to achieve the objectives; at the same time, it promoted the mediating action by the Physical Education teacher as a tool in the face of the appearance of very frequent conflicts in educational centers.

## REFERENCES

- Álvarez Cobas, D., Cala Peguero, T., & Ordaz Hernández, M. (2022). Estrategia de orientación psicopedagógica para la calidad educativa: un reclamo en la formación de atletas. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 17(3), pp. 925-941. <https://podium.upr.edu.cu/index.php/podium/article/view/1216>
- Álvarez Gómez, G., Viteri Moya, J., Estupiñán Ricardo, J., & Viteri Sánchez, C. (2021). La formación continua de los docentes de la educación superior como sustento del modelo pedagógico. *Revista Conrado*, 17(S1), pp. 431-439. <https://conrado.ucf.edu.cu/index.php/conrado/article/download/1800/1768/>



- Asamblea Nacional de Poder Popular. (2019, 10 de abril). Constitución de la República de Cuba. La Habana, Cuba: Editora política.
- Bujosa, M. C., Figueras, S., & Castro, M. (2018). Estrategias para la resolución de conflictos en educación física. *Apunts. Educación física y deportes*, 3(133), pp. 50-67. [http://dx.doi.org/10.5672/apunts.2014-0983.es.\(2018/3\).133.04](http://dx.doi.org/10.5672/apunts.2014-0983.es.(2018/3).133.04)
- Camacho, Y. (2018). Mediación en conflictos retos en la formación permanente del maestro primario. *Revista Mediación*, 11(2), pp. 37-51. <https://revistademediacion.com/wp-content/uploads/2018/07/Revista22-e6.pdf>
- Cañadas, L., & Santos-Pastor, M. L. (2021). La evaluación formativa desde la perspectiva de docentes noveles en las clases de educación física en primaria y secundaria. *Revista Electrónica Educare*, 25(3), pp. 452-471. <http://dx.doi.org/10.15359/ree.25-3.25>
- Cañizares Hernández, M., & Pérez Surita, Y. (2022). Establecimiento de metas como técnica motivacional en deportistas. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 17(3), pp. 911-924. <https://podium.upr.edu.cu/index.php/podium/article/view/1215>
- Da Luz Pereira, Á., Tögel, M., Campos, X., Merlo, R., & Pazos Espín, M. (2022). Efecto del confinamiento sobre la inactividad física en poblaciones infanto-juveniles. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 17(3), pp. 1141-1154. <https://podium.upr.edu.cu/index.php/podium/article/view/1320>
- Garavito-Campillo, E. T., & Fernando-Kerguelen, J. (2021). El Deporte Inclusivo como Alternativa de Vida para los Jóvenes con Discapacidad. *Revista Tecnológica-Educativa Docentes* 2.0, 12(1), pp. 12-21. <https://ojs.docentes20.com/index.php/revista-docentes20/article/download/214/653>
- Guillamón, A. R., López, P. J. C., Cantó, E. G., & García, J. E. M. (2020). La organización y la gestión de la clase de Educación Física. *VIREF Revista de Educación Física*, 9(4), 81-96.



<https://revistas.udea.edu.co/index.php/viref/article/download/342238/20804334/>

Gómez Valdés, A., Planes Rivera, D. D. L. C., & Gómez Ledesma, Y. (2019). Acciones metodológicas para contribuir al proceso de Educación Física Inclusiva: Una aproximación al tema. *Mendive. Revista de Educación*, 17(1), pp. 84-96. <http://scielo.sld.cu/pdf/men/v17n1/1815-7696-men-17-01-84.pdf>

Merino, R. G., & Mora, J. L. (2022). La hibridación de los modelos pedagógicos de aprendizaje cooperativo y educación aventura como estrategia didáctica para la mejora de la convivencia y la gestión de conflictos en el aula: una experiencia práctica desde las clases de educación física y tú. *Retos: nuevas tendencias en educación física, deporte y recreación*, (43), pp. 1037-1048. <https://dialnet.unirioja.es/descarga/articulo/8106408.pdf>

Moreno Iglesias, M., Tabares Arévalo, R. M., Casanova Moreno, M. C., Ybirico Reina, A., & González Nuñez, L. O. (2019). La gestión por competencias en la carrera de Cultura Física en Cuba. *Podium. Revista de Ciencia y Tecnología en la Cultura Física*, 14(1), pp. 40-55. <http://scielo.sld.cu/pdf/rpp/v14n1/1996-2452-rpp-14-01-40.pdf>

Navarro Machado, V., Falcón Hernández, A., Quintero Méndez, Y., Chávez Amaro, D., Sosa Rodríguez, O., & Hernández Cardoso, A. (2018). Formación e investigación en apoyo vital en emergencias y desastres. Recomendaciones del taller de expertos. *Cienfuegos*, 2018. *Medisur*, 16(6), pp. 780-786. [http://scielo.sld.cu/scielo.php?pid=S1727-897X2018000600004&script=sci\\_arttext&tlng=en](http://scielo.sld.cu/scielo.php?pid=S1727-897X2018000600004&script=sci_arttext&tlng=en)

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO) Educación Física de Calidad: Guía para los responsables políticos. (2015). Ediciones Unesco.

Pérez Gamboa, AJ., Rodríguez Torres, E., y Camejo Pérez, Y. (2023). Fundamentos de la atención psicopedagógica para la configuración del proyecto de vida en estudiantes



- universitarios. Educación y sociedad, 21 (2), pp. 67-89.  
<https://doi.org/10.5281/zenodo.7979972>
- Pulleiro Méndez, C. (2018). La estatalidad del deporte internacional. Pasado, presente, ¿futuro? Foro internacional, 58(2), pp. 343-379.  
[https://www.scielo.org.mx/scielo.php?pid=S0185-013X2018000200343&script=sci\\_arttext](https://www.scielo.org.mx/scielo.php?pid=S0185-013X2018000200343&script=sci_arttext)
- Ramírez, J., Rodríguez, E. y Zamora, J. (2023). Estrategias recreativas para suplir las carencias de niños y jóvenes en situaciones de la Covid-19 en el municipio Morón (Cuba). Región Científica, 2(1), pp. 202-328. <https://doi.org/10.58763/rc202328>
- Ramón, M.A, García, M.P. y Olalde, A.J. (2019). Algunas consideraciones sobre la resolución de los conflictos escolares. Conrado, 67(15), pp. 135-14.  
[http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S1990-86442019000200135](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1990-86442019000200135)
- Rodríguez, E. (2022). El proceso de formación del liderazgo en dirigentes estudiantiles universitarios. Opuntia Brava, 14(3), pp. 27-37. <https://acortar.link/Bj2Z85>
- Rodríguez Milián, A., Moré Estupiñán, M., & Gutiérrez Pairol, M. (2019). La educación física y la educación para la salud en función de la mejora del rendimiento físico de los estudiantes. Revista Universidad y Sociedad, 11(1), pp. 410-415.  
[http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S2218-36202019000100410](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2218-36202019000100410)
- Rodríguez Torres, E. (2022). Consumo audiovisual juvenil de las industrias creativas en Santa Clara, Cuba. Revista Guatemalteca de Educación Superior, 5(2), pp. 30-40  
<https://doi.org/10.46954/revistages.v5i2.88>
- Rodríguez Torres, E., Guevara, O. C. M., & Martín, Z. M. (2022). Teorías del liderazgo y su impacto en los dirigentes y estudiantes universitarios. Revista Estrategia y Gestión Universitaria, 10(2), 66-79.  
<https://revistas.unica.cu/index.php/regu/article/view/2255/3966>
- Rodríguez-Torres, E., Pérez-Gamboa, A. J. & Camejo-Pérez, Y. (2023). Formación del liderazgo distribuido en los estudiantes de la carrera Gestión Sociocultural para el



Desarrollo. Atenas, (61), e10942, pp. 1-13.  
<http://atenas.umcc.cu/index.php/atenas/article/download/778/1148>

Rojas Valladares, A. L., Domínguez Urdanivia, Y., Torres Zerquera, L. C., & Pérez Egües, M. A. (2020). El proceso de intervención psicopedagógica en el ámbito educativo. *Revista Metropolitana de Ciencias Aplicadas*, 3(2), pp. 45-51.  
<http://remca.umet.edu.ec/index.php/REMCA/article/download/264/297>

Sierra García, L. G., Morquecho Sánchez, R., & Gadea Cavazos, E. A. (2021). La gestión deportiva y su implicación en la resolución de los conflictos. *Eirene Estudios De Paz Y Conflictos*, 4(7), pp. 163-182.  
<https://www.estudiosdepazyconflictos.com/index.php/eirene/article/view/151>

Tamayo Rodríguez, R., Fernández Yero, L., & Vázquez Rodríguez, S. (2022). Juegos para el tratamiento de la orientación espacial en las clases de Educación Física. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 17(3), pp. 860-875.  
<https://podium.upr.edu.cu/index.php/podium/article/view/1164>

***Conflict of interest statement:***

The authors declare that there are no conflicts of interest.

***Author contribution:***

**Lázaro Lanier López Llerena:** Conception of the idea, search and review of literature, preparation of instruments, application of instruments, compilation of information resulting from the applied instruments, statistical analysis, writing of the original (first version), review and final version of the article, correction of the article, authorship coordinator, translation of terms or information obtained, review of the application of the applied bibliographic standard.

**Esteban Rodríguez Torres:** Conception of the idea, search and review of literature, preparation of instruments, compilation of information resulting from the applied instruments, preparation of tables, general advice on the topic addressed, writing of the





original (first version), review and final version of the article, correction of the article, authorship coordinator, review of the application of the applied bibliographic standard.

**Lisandro Herrera Arencibia:** Search and review of literature, review and final version of the article, correction of the article, review of the application of the applied bibliographic standard.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0  
International license

Copyright (c) 2023 Lázaro Lanier López Llerena, Esteban Rodríguez Torres, Lisandro  
Herrera Arencibia

