

# PODIUM

Journal of Science and Technology in Physical Culture

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Volume 19  
Issue 2

2024

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







*Original article*

## *Management of professional pedagogical ability in students of the bachelor's Degree in Physical Culture*

*Gestión de habilidades profesionales pedagógicas en estudiantes de la Licenciatura en Cultura Física*

*Gestão de competências pedagógicas profissionais em alunos do Curso de Licenciatura em Cultura Física*

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*Received:* 01/04/2024

*Approved:* 23/06/2024

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### **ABSTRACT**

The improvement of the professional training process is a current need in all university courses, which includes Physical Culture; from this context, the eminently pedagogical nature of this professional profile is declared in the Study Plan, so it is necessary to prepare students in professional pedagogical skills, starting from the management process. To delve



deeper into the topic, a research was carried out with the aim of developing strategic actions for the management of professional pedagogical skills in second-year students of the Bachelor's degree in Physical Culture, at the University of Physical Culture and Sports Sciences. "Manuel Fajardo." In the development of the study there were used scientific methods of the theoretical level such as analytical-synthetic and inductive-deductive methods; of the empirical level, observation, interview, surveys, documentary analysis, expert judgment and user judgment and of the statistician-mathematician, empirical frequency distributions. The results of the diagnosis made it possible to detect insufficiencies in the management process with respect to the development of professional pedagogical skills, so strategic actions were developed that were theoretically validated by the experts, who classified them as very appropriate and this same category was assigned by users to denote the feasibility of its implementation. After the application of the strategic actions, higher levels of development of professional pedagogical skills were evident in the sample studied.

**Keywords:** strategic actions, pedagogical management, professional pedagogical skill

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## RESUMEN

El perfeccionamiento del proceso de formación de profesionales es una necesidad actual en todas las carreras universitarias, en la que se incluye la Cultura Física; desde este contexto, se declara en el Plan de estudio el carácter eminentemente pedagógico de este perfil profesional, por lo que es necesario preparar a los estudiantes en habilidades profesionales pedagógicas, a partir del proceso de gestión. Para ahondar en la temática, se realizó una investigación con el objetivo de elaborar acciones estratégicas para la gestión de habilidades profesionales pedagógicas en estudiantes de segundo año de la carrera Licenciatura en Cultura Física, en la Universidad de Ciencias de la Cultura Física y el Deporte "Manuel Fajardo". En el desarrollo del estudio, se emplearon métodos científicos del nivel teórico como el analítico-sintético e inductivo-deductivo; del nivel empírico, la observación, entrevista, encuestas, análisis documental, criterio de expertos y criterio de usuarios; del estadístico-matemático, distribuciones empíricas de frecuencias. Los resultados del



diagnóstico permitieron detectar insuficiencias en el proceso de gestión con respecto al desarrollo de las habilidades profesionales pedagógicas, por lo que se elaboraron acciones estratégicas que fueron validadas teóricamente por los expertos, quienes las calificaron de muy adecuadas y esta misma categoría fue asignada por los usuarios para denotar la factibilidad de su implementación. Luego de la aplicación de las acciones estratégicas, se evidenciaron niveles superiores de desarrollo de las habilidades profesionales pedagógicas en la muestra estudiada.

**Palabras Clave:** acciones estratégicas, gestión pedagógica, habilidad profesional pedagógica

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### *RESUMO*

A melhoria do processo de formação profissional é uma necessidade atual em todos os cursos universitários, o que inclui Cultura Física; A partir deste contexto, a natureza eminentemente pedagógica deste perfil profissional é declarada no Plano de Estudos, pelo que é necessário preparar os alunos em competências pedagógicas profissionais, a partir do processo de gestão. Para aprofundar o tema, foi realizada uma investigação com o objetivo de desenvolver ações estratégicas para a gestão das competências pedagógicas profissionais em alunos do segundo ano do curso de Licenciatura em Cultura Física, da Universidade de Cultura Física e Ciências do Desporto". Manoel Fajardo." No desenvolvimento do estudo foram utilizados métodos científicos de nível teórico, como analítico-sintético e indutivo-dedutivo; no nível empírico, observação, entrevista, levantamentos, análise documental, avaliação de especialistas e avaliação de usuários; do estatístico-matemático, distribuições de frequência empíricas. Os resultados do diagnóstico permitiram detectar insuficiências no processo de gestão no que diz respeito ao desenvolvimento de competências pedagógicas profissionais, pelo que foram desenvolvidas ações estratégicas que foram validadas teoricamente pelos especialistas, que as classificaram como muito adequadas e esta mesma categoria foi atribuída pelos usuários para denotar a viabilidade de sua implementação. Após a aplicação das ações estratégicas, ficaram evidentes níveis mais elevados de desenvolvimento de competências pedagógicas profissionais na amostra estudada.



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**Palabras-chave:** ações estratégicas, gestão pedagógica, competência pedagógica profissional

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## INTRODUCTION

Currently, the constant transformations that Cuban education is experiencing demand the training of teachers who play an active role during this process. Consequently, in educational institutions, a professional training process is designed that responds to the growing demand for teachers in the National Education System. From this vision, the pedagogical management process regains great importance.

It is agreed with Westreicker`s (2020) criteria when he states that management is a set of procedures and actions that are carried out to achieve an objective. From the pedagogical process, Casassus (2000) specifies that management, conceived as a learning process, is continuous and is oriented towards the survival of an organization, through constant articulation with the environment or context.

Among the management processes are pedagogical ones; regarding this topic, authors such as Arteaga and Fernández (2023), Moreira and De la Peña (2022), Oregon and Terrazas (2022) and Pérez et al. (2023) stand out.

The criteria of Moreira and De la Peña (2022) are considered of great significance, who propose that pedagogical management must be recognized as the processes that facilitate the orientation and coordination of the actions carried out by teachers at different levels, through the teaching process-learning.

Likewise, it is agreed with Pérez et al. (2023) in which pedagogical management is the reason for the teaching-learning process and becomes relevant when it is recognized as a central fact, around which the other dimensions are; likewise, it can be noted that it favors learning and the acquisition of necessary skills in students for academic and professional performance.



With respect to the formation of skills, the context and the fulfillment of the general and specific objectives that are aspired to are considered. In this sense, in the objectives declared in Study Plan E, of the Bachelor's Degree in Physical Culture, reference is made to the pedagogical foundation of alternative solutions to the professional problems of educational practice, through the adequate characterization of the components of the teaching-learning process.

The stated assertion makes it possible to direct the pedagogical management process towards the formation of professional skills in students of that professional profile. Authors such as Álvarez (1999) and López and Tamayo (2012) express that the formation of skills goes through two stages, first, the training stage (conscious assimilation of the modes of action under the guidance of the teacher), and then the development stage (exercise of skills and error correction during this process).

In the present study, the training of professional pedagogical skills is investigated, given the importance it has in the training of the university student of Physical Culture. Professional pedagogical skills have been studied by different authors and in different contexts, among them are: Alfonso and Pagés (2013); Diaz et al. (2016); Lima et al. (2022); Martínez et al. (2023); Marrero et al. (2024); Pérez et al. (2024); Rodríguez et al. (2016); Silverio et al., (2023); Varela et al. (2023); Vivanco and Sarango (2019).

Among the professional pedagogical skills referred to by the stated authors are: diagnose, direct, communicate, investigate, model, demonstrate, guide, plan, control, evaluate, execute, design and solve problems; this denotes the diversity of skills that are formed or developed, in correspondence with the objective pursued by researchers, and according to the context in which they interact.

It is coincided with the ideas of Martínez et al. (2023) by understanding professional pedagogical skills as the set of intellectual, practical and heuristic actions that, from an operational point of view, are correctly carried out by subjects to solve pedagogical tasks. Likewise, they state that the training and development of skills occurs individually and



consciously, in which quantitative and qualitative requirements must be met that guarantee the systematization of the action, and the operation with a view to mastering the skills.

As quantitative requirements, they state the frequency of execution and its periodicity. They refer to frequency as the number of repetitions of the action and periodicity as the temporal distribution of the executions of the actions. As qualitative requirements they propose flexibility and complexity; flexibility is the execution of action in various tasks with different knowledge, in different conditions, where action becomes skill; and complexity is understood as the degree of difficulty of the knowledge with which the skill works (progressive increase in tasks, in a discipline, subject or academic year).

To delve deeper into the reference topic, a research was carried out at the "Manuel Fajardo" University of Physical Culture and Sports Sciences. In the exploratory study, the following regularities were evident:

- In the Physical Culture degree, the subject Pedagogy is taught in the second year, in the daytime course, but despite the system of skills being declared, there are limitations to its systematization during the initial training process.
- The work of the teachers, cadres and officials of the university is focused on the educational work of the students, with emphasis on professional skills; however, the development of professional pedagogical skills does not reach the expected levels.
- There is little guidance towards students so that, in a process of self-preparation and self-management of knowledge, they can develop professional pedagogical skills.

The regularities revealed allowed to determine the contradiction between the importance attributed to the process of training professional pedagogical skills in the Bachelor's Degree in Physical Culture and the existing limitations for their training during the Degree, with emphasis on the second year. For this reason, the objective of the research was formulated to develop strategic actions for the management of professional pedagogical skills, in second-year students of the Bachelor's degree in Physical Culture, at the "Manuel Fajardo" University of Physical Culture and Sports Sciences.



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## MATERIALS AND METHODS

The research carried out was qualitative, of an exploratory and descriptive nature. The selected sample was intentional, consisting of 202 second-year day course students, which represented 63.3% of 319 students who make up 100% of the population. The study was carried out at the "Manuel Fajardo" University of Physical Culture and Sports Sciences, located in Havana, Cuba.

Moreira and De la Peña (2022) express that orientation is decisive in the formation of the skill; they also refer to the coordination process of the actions considered. From this line of thought, the management of professional pedagogical skills in second-year students of the Bachelor's degree in Physical Culture was understood as the process of orientation and coordination of strategic actions for the formation of professional pedagogical skills.

Work coordination was specified as the process that involves actions and behavioral patterns in order to achieve the stated purpose; on the other hand, the pedagogical-didactic orientation, as the student's education process, directed towards their attitudes and the conscious teaching of professional pedagogical skills, based on the area of knowledge and context.

The professional pedagogical skills that were determined from the objectives declared in the Professional Model and those formulated for the second academic year were: demonstrate, diagnose, plan, organize, execute, control, evaluate, communicate and investigate.

To determine the level of pedagogical management of professional pedagogical skills, two dimensions with their indicators were established. The work coordination dimension had as an indicator the level of relationship between the educational agents that interact in the second academic year. The pedagogical-didactic orientation dimension included two indicators, the level of curricular planning for the formation of professional pedagogical skills in students, and the level of preparation and self-preparation of the second-year student.





Scientific techniques and methods were applied, at the end of the first semester of the second year of the 2023 academic year, in order to know the main problems in the sample studied.

### **Theoretical level methods:**

- Analytical-synthetic: it allowed establishing the system of relationships between the pedagogical management process and the formation of professional pedagogical skills in university students of Physical Culture, with emphasis on the second academic year.
- Inductive-deductive: it was used to contextualize the training of professional pedagogical skills in the second year of the degree, from pedagogical management.
- Empirical level methods
- Observation: it was carried out to know the mastery and manifestation of the established professional pedagogical skills, in the sample studied.
- Surveys, with mixed questions to students and teachers: they made it possible to learn about the process of managing professional pedagogical skills, from the initial training process.
- Semi- standardized and individual interviews with managers: they allowed to learn about the management process for the formation of professional pedagogical skills in the program, with emphasis on the second academic year.
- Document analysis: allowed the study of official documents such as programs and reports on quantitative and qualitative results about the management of professional pedagogical skills of students.
- Data triangulation: it made it possible to carry out the general assessment, based on the results derived from the instruments and techniques used.
- Expert judgment: it was used to evaluate the theoretical validity of the strategic actions developed.
- User criteria: it was used to verify the feasibility of the strategic actions implemented.



### Statistical-mathematical level method:

- Descriptive statistics: it was used to establish comparisons between the results and express them in tables. The data were processed using empirical frequency distributions.

## RESULTS AND DISCUSSION

For the evaluation of the results, the measurement criterion described by Bravo (2019) was assumed, which states that if the aspect measured offers positive results between 80% and 100%, there is potential (high level), if it is between 51% and 79%, there is development (medium level), if it is equal to or less than 50%, there are limitations (low level).

As a result of the observation of 25 activities on the actions carried out by the teacher for the formation of professional pedagogical skills, it was evident in 6 teachers (100%), few actions for the formation of the skills to demonstrate, diagnose, plan, organize, execute, control, evaluate, communicate and investigate. In 108 students (53.4 %), a low level on willingness to carry out tasks for the formation of pedagogical professional skills was observed.

In the survey of teachers, in the indicator actions for the training of professional pedagogical skills on the students, five teachers (83.3%) stated that few actions were taken; one teacher (16.6%) reported that, in his subject, actions were systematically outlined for the training and development of these skills.

In the use of professional pedagogical skills by students, six teachers (100%) stated that students use them in solving teaching tasks and they aim fundamentally at solving professional problems. In the subsystem of methodological work for the formation of professional pedagogical skills, the six expressed that from the action of the collective of the academic year, the discipline and the subject, the reference work was insufficient.

In the survey of students, regarding knowledge of professional pedagogical skills, 53.4% expressed little knowledge; however, 46% referred to the skill to lead.



Regarding knowledge about actions for the formation of professional pedagogical skills, 108 students (53.4 %) stated that they knew few actions and 94 (46%) stated that they developed these skills through practical classes and in teaching internal practice that are oriented in Pedagogy classes.

At the level of self-management of professional pedagogical skills, 202 (100%) expressed that their level of self-management is low; 108 (53.4%) said that it is due to little knowledge about these skills and 94 (46%) stated that the cause is lack of study.

Interview with managers. Five managers (100%) declared that, despite having regulatory documents to direct the process, the management process is insufficient to achieve the acquisition of professional pedagogical skills in students, and three (60%) pointed to the actions that must be carried out in each of the work subsystems.

As a result of the documentary analysis, it was found that in Study Plan E, the professional pedagogical skills to be trained are declared; there are subject programs in the second year of the degree that state professional pedagogical skills, although in 100% of the documents, insufficient methodological guidelines were presented to fulfill this aspiration; and in the semiannual and final reports of the year group, limitations were noted regarding the process of training professional pedagogical skills in students and in the actions that the teacher must carry out to contribute to this objective.

Data triangulation was carried out and the information was processed using empirical frequency distributions. The general rating is shown below:

There were limitations in the actions carried out by teachers and directors to train students' professional pedagogical skills. It was evaluated as medium level.

Limitations were observed in the students, in terms of knowledge, self-management and willingness to direct pedagogical processes. It was evaluated as low level.

A low level of management was evident for the training and development of professional pedagogical skills.



Overall assessment. There were limitations in the actions that were carried out for the training of professional pedagogical skills in the students. It was evaluated as low level.

The results of the diagnosis revealed the need to develop strategic actions for the management of professional pedagogical skills in second-year students of the Bachelor's degree in Physical Culture, at the "Manuel Fajardo" University of Physical Culture and Sports Sciences.

In the criteria of Borrero et al. (2024), the conceptualization referring to strategic actions underlies, which are revealed as the planning of steps to achieve an objective and manage to modify the administrative system, resources and domain of action, among other aspects.

In the planning of strategic actions, stages and phases were designed, in correspondence with those used by Bravo (2019), in the pedagogical strategy that operates at the academic year level, its criteria were taken into account for the control and evaluation of the elaborate actions.

The four stages were: diagnosis, planning, execution and evaluation, the latter being conceived in the remaining stages. The stages were made up of five phases in total, these in turn contemplated the objective, the time allocated for its fulfillment, the actions for its development, the methods to be used, the human resources and materials available, those responsible, the participants, the procedures to be taken into account, as well as the evaluation of the phase/s and stage/s. It is necessary to specify that the control mechanisms were part of the evaluation process and the form of implementation was taken into account.

For the specification and approval of the strategic actions, the criteria of experts was used, they evaluated the structure in three rounds, the sixteen experts (100%) agreed with the structure of the proposal, with a Kendall (W) of 0.794 of coincidence, in which W was significantly different from 0 and the hypothesis of casual agreement was rejected, which allowed its implementation. The experts showed interest in collaborating in the research. All, with more than 10 years of experience in higher education and making theoretical and



methodological contributions to the initial training process of the Physical Culture professional.

Below are the stages and phases for the management of professional pedagogical skills in second-year students:

**First stage. Diagnosis. It included a phase (phase 1)**

**Allotted time:** first and last week of each school year.

**Objective of the stage:** determine the potentialities and limitations in the training process of the university student of Physical Culture, in the second year of the degree, for the formation of professional pedagogical skills.

**Phase 1.** Determination of potentialities and limitations for the formation of professional pedagogical skills

**Actions:**

1. Analysis of governing documents.
2. Determination of instruments for diagnosis.
3. Application of the instruments, to the second-year university student of Physical Culture and to key informants.

**Methods to use:** observation, documentary analysis, surveys and interviews.

**Human resources available:** main year professor, university directors, professors and second year students.

**Responsible persons:** the main teacher of the year assigns a person responsible, who is directly responsible for the adequate development of the actions at this stage.

**Participants:** main professor of the year, teachers, second-year students and university managers.



**Material resources:** sheets for collecting information, computers for processing results, official documents: Study Plan E, with emphasis on the profession model, reports, preliminary indications of the Ministry of Higher Education (MES) and the National Institute of Sports, Physical Education and Recreation (INDER ), Guidelines of the VIII Congress of the PCC , the RM/47/22, as well as other documents of interest.

**Procedure:** at this stage the main year teacher was selected to be responsible for the task, then work teams were formed, made up of teachers from the year group and others assigned to this task, chosen from among the workers or collaborators of the university, who organized and controlled the actions, as well as guided the recording of the experiences to make the necessary adjustments.

From the formation of the work teams, the review and analysis of governing documents, reports and other writings of interest was carried out and the instruments were selected to be used in the application of the diagnosis.

General evaluation of the phase and stage: the evaluation was carried out; it was considered that the stage included a single phase. In this sense, the achievement of the determination of the existing potentialities and limitations was evaluated, in the training of the second-year university student of Physical Culture for the formation of professional pedagogical skills, through the results emanating from the different methods and instruments, in summary form, given by the head of the work team to the main teacher of the year to socialize it in the pedagogical group. The stage was graded, in accordance with the measurement criteria established in the evaluation stage (phase 5).

**Second stage. Planning. Composed of two phases (phase 2 and phase 3).**

**Allotted time:** semester or last week of each school year.

**Objective of the stage:** develop the schedule for the organization of work, based on the establishment of a system of sequential actions for the gradual fulfillment of the objective, in correspondence with the results of the diagnosis, the priorities of the academic year, the



university and the interests of students, so that the training of professional pedagogical skills in second-year students is enhanced.

**Phase 2.** Preparation of the work schedule for the period in which the actions were developed.

**Action:** preparation or readjustment of the work schedule.

**Methods to use:** analysis, dialogue and role assignment.

**Available human resources:** professors and other people assigned to this task were always university workers or collaborators.

**Persons responsible:** the main teacher of the year determined a person responsible, who was directly responsible for the proper development of this phase.

**Participants:** main teacher of the year and the one designated for the task.

**Material resources:** sheets and computers to reflect the information.

**Procedure:** the assessment of the results obtained from the diagnostic *stage* was carried out, in order to establish the actions or make adjustments to the pre - established either. Then the work strategy was designed and the material and human resources necessary for the period in which the stages were developed were determined.

In carrying out this phase, some important aspects were considered to enhance the training of professional pedagogical skills in second - year students as:

### 1. Meeting system.

The system of meetings was established to approve the objective, as well as its socialization, which is flexible; the system of co - operation commitments was also planned in order to solve the most emerging and limiting problems in the formation of professional pedagogical



skills in the academic year ( meeting with the main teacher of the academic year, the second-year group, dean, career coordinator, methodologists and heads of departments)

## 2. Formation of work teams.

People who acted as moving agents were proposed, according to their potentialities , in work teams. They were became aware of the degree of responsibility of their functions and the with the consequences of their attitudes, in this way, necessary changes at the appropriate moment and time could introduced, to inform about what happened, to the main teacher of the year, for this, work sessions were set, which allowed the control of planned transactions.

## 3. Approval of the implementation of the actions for the formation of professional pedagogical skills in the second academic year.

The actions were approved, based on the agreements made at the meeting, if it is necessary, a new planning is done again , according to the need for changes .

**Evaluation of the phase:** control over the actions taken and the agreements reached is carried out. Compliance with the work schedule is checked and, if necessary, changes are made. The phase was graded, in accordance with the measurement criteria established in the evaluation stage (phase 5) .

**Phase 3.** Development of actions for the management of professional pedagogical skills in second-year students.

**Action:** development or readjustment of actions for the management of professional pedagogical skills in second-year students.

**Allotted time:** semesterly or last semester of each school year. Its readjustment was carried out in the last week of August.

**Methods to use:** analysis, dialogue, joint elaboration and role assignment. Available human resources: teachers, managers and university collaborators.





**Responsible:** main teacher of the year, vice deans, as well as other managers of the substantive processes of the university.

**Participants:** responsible for the task, main teacher of the year, vice deans and directors of the university.

**Material resources:** sheets to reflect the information, computers for data processing and teaching materials.

**Procedure:** actions were developed for the management of professional pedagogical skills in second-year students. The following professional pedagogical skills were considered: demonstrate, diagnose, plan, organize, execute, control, evaluate, communicate and investigate.

**Actions:**

- Organize teaching activities for the formation of professional pedagogical skills in students, from the methodological work carried out in the year, discipline and subject group.

**Responsible:** main teacher of the year.

- Include, in the programs of the disciplines and subjects, methodological guidelines towards the formation of professional pedagogical skills.

**Responsible:** main discipline teacher and main subject teacher.

- Develop integrative teaching tasks that enable the student to consciously form professional pedagogical skills. Responsible: main year teacher, main discipline teacher, main subject teacher and teachers.
- Develop instruments to control the training and development of professional pedagogical skills in students.

**Responsible:** main year teacher, main discipline teacher, main subject teacher and teachers.



- Guide, during class, activities so that students evaluate, analyze, criticize, debate, reflect, and communicate with their peers and teachers.

**Responsible:** teachers.

- Characterize the class group, as well as their family and the community where they interact.

**Responsible:** second year students.

- Prepare concept maps, study sheets, exercises, definitions based on the essentialities revealed in other criteria, which demonstrate self-learning.

**Responsible:** second year students.

- Demonstrate mastery of professional pedagogical skills in activities oriented by teachers for internal teaching practice.

**Responsible:** second year students.

- Identify professional pedagogical skills in teaching situations.

**Responsible:** second year students

- Assume roles, in which they must plan, guide or direct, part of the teaching-learning process, with the use of ICT, in which the values they possess are manifested.

**Responsible:** second year students.

- Demonstrate creative and innovative thinking when planning, organizing, directing, designing, researching and evaluating pedagogical processes.

**Responsible:** second year students.



Human and material resources available and the duration time of the actions were considered. In the same way, the spaces within the initial training process and the areas to be used were kept in mind. To this end, it was suggested to sensitize the student to the content of the activity carried out and to promote a favorable, pleasant climate, of trust and respect among students, teachers and managers.

General evaluation of the stage: the result of the established actions was assessed and graded in coherence with the measurement criterion presented in the evaluation stage (phase 5).

### **Third stage. Execution. Composed of one phase (phase 4).**

**Allotted time:** monthly, starting from the last week of August (according to existing conditions).

**Objective of the stage:** execute the actions developed in the planning stage in correspondence with the phases, so that they contribute to the formation of professional pedagogical skills in second - year students.

### **Phase 4. Implementation of the work schedule.**

**Action:** execution of the actions planned in the work schedule for the period in which they were developed, in accordance with the material and human resources available.

**Methods to use:** dial or go and conversation.

**Available human resources:** members of the work teams and their managers, which were formed in the previous stage.

**Responsible persons:** the person in charge designated for the control of the stage.

**Participants:** designated person responsible for the tasks, main professor of the year, professors, students and university managers.



**Material resources:** sheets, computers for information processing.

**Procedure:** the meeting system was implemented, in order to socialize and approve the actions, they were established the agreements of Work commitments and team managers carried out the work in accordance with the human and material resources. It is noted that this process is flexible, allows changes to be made if necessary and the modifications are recorded to restructure the actions and reflect them as experiences for future courses.

**Evaluation of the phase and stage:** the execution of the planned actions in the work schedule was assessed and graded in accordance with the measurement criteria established in the phase and stage evaluation (phase 5).

**Fourth stage. Assessment. Consider a phase (phase 5).**

**Allotted time:** at the culmination of each phase and stage, also in the last week of each semester or course, the actions are implemented.

**Objective of the stage:** evaluate the fulfillment of the actions.

#### **Phase 5. Evaluation of the actions**

**Action:** assess the fulfillment of the actions, in correspondence with the planned phases and stages.

**Methods to use:** analysis, debate and user criteria.

**Available human resources:** the designated person in charge, main teacher of the year, teachers, students, managers and collaborators of the university.

**Responsible:** main teacher of the year and responsible for the work teams.

**Material resources:** sheets and computers were used to process the information.

**Procedure:** the actions were evaluated, according to their compliance in each of the phases and stages, for this it was suggested to take into account the following evaluative criteria:



degree of participation, responsibility with which the assigned tasks are undertaken, the cooperation established, the development of each of the individual or collective activities, the attitudes manifested that include the critical and reflective positions that are assumed in different situations during the course of the different actions and the transformations that are observed in the mode of action.

General evaluation of the phase and stage: for the evaluation of the stage, the qualification of each of the phases was considered, according to the degree of compliance of the actions, the following were considered as measurement criteria:

If the aspect measured offered positive results between 80% and 100%, there was potential (high level), if it was found between 51% and 79%, there was development (medium level), if it was equal to or less than 50%, there were limitations (low level).

As results after the application of strategic actions for the management of professional pedagogical skills in second-year students, 100 % of users, which included teachers and administrators, valued the implemented actions, in correspondence with the following aspects are: quality, topicality, creativity, and pertinence. The responses were processed statistically, through empirical distributions of absolute and relative frequencies, there was a consensus between the criteria, and the category of very adequate was obtained.

In the present research, the need to develop strategic actions for the management of professional pedagogical skills in second-year students of the Bachelor's Degree in Physical Culture of the daytime course is demonstrated. The criteria of the experts who voluntarily participated in the study highlight the relevance of the strategic actions developed, on the other hand, the users point out the feasibility of the proposal with the selected sample.

The results of this research coincide with the studies of Alfonso and Pagés (2013); Martínez et al. (2023); Moreira and De la Peña (2022); Rodríguez et al. (2016); Varela et al., (2023); Vivanco and Sarango (2019), when highlighting the importance of working with professional pedagogical skills in university students, it is also commendable to highlight that the skills determined in each study are dissimilar.



In this sense, Alfonso and Pagés (2013) carry out the study of professional pedagogical skills in university students, they classify pedagogical skills: projecting, constructive, gnostic or cognitive, organizational and communicative, in the university context of Physical Culture, they also express that the way to develop them is independent work, in solving teaching tasks.

On the other hand, Rodríguez et al. (2016) propose to contribute to the training and development of professional pedagogical skills: modeling, communicating, directing and assessing, through the main integrative discipline, in first-year students. Likewise, they highlight that the aforementioned skills are specific to each profession, are developed in correspondence with the Professional Model and contribute to the solution of professional problems.

From a general overview, Vivanco and Sarango (2019) make a methodological proposal to contribute to the development of professional pedagogical skills: model, direct, analyze, evaluate, demonstrate communicative skills, solve problems through scientific research, interpret phenomena, guide and characterize, in university students. The proposed skills were determined by semesters or years, based on the objectives. Along with this, some methodological recommendations were made to the tutors who guide the practical exercises in the training spaces in which the students are linked.

Moreira and De la Peña (2022) specify that pedagogical management favors learning, as well as the acquisition of skills for academic and professional performance. In this research, the terms of orientation and coordination are considered to determine the dimensions of the current research.

Martínez et al. (2023) determine the professional pedagogical skills of the early childhood student from the integrative discipline, they refer to the invariants of the skill of the profession, which include demonstrating, diagnosing, communicating, substantiating, solving problems in connection with the research and the use of ICT, also raise the ability to model, design, self-manage, self-evaluate and direct, in the Bachelor's degree in Preschool Education. Likewise, they state that the formation of professional pedagogical skills must



occur individually, consciously and consider the qualitative and quantitative requirements that guarantee the systematization and operation of the action.

Varela et al. (2023) determined the professional pedagogical skills: diagnose, communicate, direct and investigate, for sustainable development, in the Bachelor's Degree in Primary Education, and evidenced through the results of the Balance of the Methodological Work of the degree that, from the design of the discipline and subjects, there are limitations for working with the aforementioned skills. In the current research, the limitations are demonstrated in the academic year.

### CONCLUSIONS

The results of the diagnosis allowed to reveal a low level in the process of training professional pedagogical skills and strategic actions were developed for the management of professional pedagogical skills in second-year students of the Bachelor's degree in Physical Culture at the University of Life Sciences. Physical Culture and Sports "Manuel Fajardo", which were evaluated as very suitable for the objective pursued and theoretically validated, through expert criteria, as well as the assessment of feasibility, based on user criteria.

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***Conflict of interest statement:***

The author declares that there are no conflicts of interest.

***Author's contribution:***

The author is responsible for writing the work and analyzing the documents.



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