

***Los intereses profesionales pedagógicos; necesidad actual en la
formación de profesores de Educación Física***
***Professional pedagogical interests; a current need in the training
of Physical Education teachers***

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Resumen

El artículo aborda la temática de la formación de intereses profesionales pedagógicos en los educandos de la Escuela de Educación Física de Guantánamo. Responde a la necesidad de contribuir a formar un profesional de esta área del saber que posean las herramientas pedagógicas para la dirección con calidad del proceso de enseñanza-aprendizaje de la Educación Física, en los diferentes subsistemas del Sistema Nacional de Educación Cubano. Su objetivo es socializar las acciones que contribuyen a perfeccionar dicho proceso para satisfacer la demanda social hacia esta profesión, acorde a las exigencias actuales de la sociedad cubana. Se asumen referentes teóricos que desde lo Filosófico, Pedagógico y lo Psicológico, permiten fundamentar el proceso de orientación profesional en función de los intereses profesionales pedagógicos, lo que permitió diseñar las acciones propuestas. Se emplearon métodos generales de investigación educativa que permitieron caracterizar al objeto de investigación teniendo en cuenta indicadores que facilitaron su interpretación.

Palabras clave: Intereses profesionales pedagógicos; Orientación profesional; Formación de Profesionales; Profesores de Educación Física.

Abstract

The article addresses the issue of the formation of pedagogical professional interests in the students of the School of Physical Education of Guantánamo. It responds to the need to contribute to form a professional in this area of knowledge who possesses the pedagogical tools for the quality management of the teaching-learning process of Physical Education, in the different subsystems of the Cuban National Education System. Its objective is to socialize the actions that contribute to improve this process in order to satisfy the social demand towards this profession, according to the current demands of Cuban society. Theoretical referents are assumed that from the philosophical, pedagogical and psychological points of view, allow basing the professional orientation process according to the pedagogical professional interests, which allowed designing the proposed actions. General methods of educational research were used to characterize the object of research, taking into account indicators that facilitated its interpretation.

Keywords: Pedagogical professional interests; Professional guidance; Training of Professionals; Physical Education Teachers

Introduction

The training of professionals with solid preparation that enables them to be agents of change and who are prepared for change, is a concern for those who are in charge of this task, to which great efforts should be devoted, because of its scope in the development and sustainability of any social system, considering that at present we live in a world in which competitiveness is more than an element of differentiation between subjects, a social necessity to face the great challenges imposed on humanity by the scientific and technological development of this century.

Particularly in the case of the Physical Education teacher, the educational work with children and youngsters is fundamental, propitiating in their classes and in the extra-teaching activities a more cheerful and less rigid environment where the student feels always taken into account and participates in a more active way in the good functioning of the center and in his own education. In order to achieve this, it is necessary that Physical Education teachers are properly prepared to carry out their main task: EDUCATE, in which the interest they show in the profession plays a fundamental role.

Hence, it is considered that although in Cuba there have been remarkable achievements in the quality of Physical Education teacher training, it is necessary to continue perfecting this task and reflecting in this sense.

Training Physical Culture and Sports professionals under these premises is a priority of the Cuban Sports Education System, which includes community schools, sports academies, high performance schools, Physical Education Teachers' schools and Physical Culture Faculties.

The training of professionals is carried out at two levels (intermediate and higher): The Provincial Schools of Physical Education (EPEF) and the Higher Institute of Physical Culture "Manuel Fajardo Rivero", with its network of faculties located in the universities of each province and headquarters in all the municipalities of the country, where in each of these centers are formed, developed and consolidated the necessary skills and abilities that propitiate to incorporate to society a professional conceived from the Marti precept of "preparing man for life", guaranteeing the technical and scientific pedagogical strength for the integral formation of athletes.

The entrance to the EPEF does not demand as a requirement the presence of professional interests in the students, but their training becomes a fundamental object of this level to guarantee a future professional according to the demands of our society.

Therefore, the formation of interest towards the chosen profession is considered a priority action for these centers, as part of the Professional Orientation (OP) in the Technical Professional Education and therefore, an intrinsic aspect in their general integral formation.

Most of the studies in this area of knowledge have dealt with the problem of professional orientation for the selection of the profession and others have been directed to the preparation for the profession and work, in students of higher education. However, there is little research on vocational training centers at the upper secondary level (Technical Vocational Education).

It is important to recognize that the success of this task depends to a great extent on the scientific, political and ideological knowledge and pedagogical mastery of the directors and teachers who must promote the training of students. To achieve this, it is necessary that they make their own the social needs in the professional order and influence the education of socio-political motivations that contribute to the formation of professional interests.

The above led to the search for research results that would reveal the scientific nature of this problem, among them stand out, at the international level the research conducted in Spain by authors such as, Pontes, Ariza and Sanchez (2011) who limit themselves to address with a descriptive approach the professional interest in teacher training and the influence of the family context.

At the national level, the contributions made by the Cuban researcher González (1989, 1998) are recognized, these, among other aspects, have allowed to base the professional interest as motivational formation of the personality, to establish the levels of its development; aspect that allows to make a motivational diagnosis on scientific bases. The principles exposed by this author for the PO are also important.

In spite of the contributions made by these authors, it is considered that the effectiveness achieved in this order is still limited, and the reason for this, in most cases, is associated with insufficiencies in the preparation and unity of influence of the pedagogical groups for this work. Hence, it is recognized the need of management from the processes that take place in the School of Physical Education Teachers to achieve these objectives.

That is why the objective of this article is to offer actions that allow the formation of professional interests in the students of the EPEF of Guantánamo province, based on the main theoretical references of the professional orientation process.

Development

The Physical Education teacher is a teaching professional in charge of teaching classes on existing sports disciplines, both those practiced individually and in groups, as well as those practiced indoors and outdoors, and is also responsible for promoting physical health and good sports practices and healthy eating to maintain the welfare of individuals.

This professional in his role as a teacher transmits to his students the importance of taking care of the body both physically and mentally, and is also in charge of helping children with the development of motor skills.

Professionals in this area must be dynamic people with ample capacity for adaptation and organization, which allows them to perform the essential function of the Physical Education teacher: to teach about sports and health disciplines. In addition, they must have a great sense of responsibility, being aware that their area of work not only involves the physical and sports development of students, but also must

fulfill functions that allow students to develop healthy habits, both physical and mental. To be a teacher of this subject a series of competencies are necessary, among which the following stand out:

- Possess adequate training in pedagogy, which allows them to understand and resolve situations that arise within their professional practice.
- Demonstrate the ability to investigate, execute and administer different recreational, physical education and sports activities and to conduct teaching-learning processes at different levels of education.
- Demonstrate the ability to form educational strategies that allow both students and the institution to take advantage of the means and resources found in it for the development of physical and sports activities.

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

The above reaffirms the position of the authors when considering the importance in the training of Physical Education teachers of the treatment of pedagogical professional interests as a result of an adequate process of professional orientation, which takes place both in the moments preceding the lesson of the profession and during the transit through the professional training centers.

In Technical Professional Education, the educational level to which the Provincial Schools of Physical Education belong, the interests materialize with greater intensity in the study of the profession, since the student is in a process of ratification of the chosen profession and plays an important role his future projections, aspirations, desires, goals and motives.

The Cuban researcher (González, 1989), through empirical work, found a specific motivational formation that expresses the orientation of the personality towards the content of the profession, which is called professional interest, which she studies by assessing its functional aspect, based on its regulatory potentialities.

Some studies carried out by the aforementioned author allow recognizing professional intentions as the highest level of professional interest, and defines the latter as follows:

Professional interest is expressed as a cognitive-affective inclination of the personality towards the content of the profession, which in its primary forms of functional manifestation manifests itself as cognitive interests towards the study of the profession and in its more complex forms as professional intentions (González, 1998, p.10).

The researchers (Alonso and Sanchez, 2013) share the above criterion, although they recognize that when using this category, from the pedagogical point of view, an emotionally positive attitude is not enough for the familiarization with the object, but it is necessary to direct the pedagogical influence to the formation of positive states of mind, and to the genesis of affective experiences of greater duration and intensity such as feelings, expressed in joy, pleasure when interacting with the tasks and functions of the profession.

Taking into account that the training of Physical Education teachers has a high pedagogical content, it is considered appropriate to also analyze the category of professional pedagogical interests, therefore the criterion of Medina, 2005 is taken when defining professional pedagogical interests as "motivational formations that determine the subject's orientation towards the knowledge of the content and particularities of the pedagogical profession, based on the emotional attraction that this profession awakens in him/her, constituting guiding impulses for his/her activity".

Likewise, (González, 2005, p.21) when defining them expresses that these constitute "positive emotional manifestations that drive the subject to wish to become deeply familiar with the direction of the teaching-learning process as an object of the pedagogical profession because it is meaningful to him/her". It is considered that in the specificity of the specialty for which this research is directed, it is particularized in the management of the teaching-learning process of physical education.

Sharing the criterion of Dominguez, I. 2015, it is considered that in the formation of professional pedagogical interests, it is also necessary that these emotional manifestations become stable and are not only aimed at compensating gaps in knowledge, but to use the potentialities, to take advantage of the personal and professional experiences of students to guide them towards the search for information related to the content of the profession, in order to achieve an adequate level of satisfaction.

It is also important to allude to the definition provided by (Barrera and Reyes, 2014) who consider that professional pedagogical interests can be identified in the initial teacher training as:

- Positive motivational formations that guide the subject towards the content and study of the teaching profession, from the valuation and development of feelings of attraction for that profession, which directs their actions throughout the training process. (p.5)

The analysis of the definitions approached allows identifying essential elements in the pedagogical professional interests, due to the fact that:

- They are motivational formations.
- They are directed towards the content of the pedagogical profession (in the particular of the research to the management of the teaching-learning process of Physical Education).
- They make possible the positive valuation of the pedagogical profession.
- They impel, guide and direct the subject in the study of the profession.

The author González, V. 1998, determines that there are three levels in the process of formation and development of professional interests:

HIGHER LEVEL:	MID LEVEL:	LOWER LEVEL:
Expresses professional intentions. They establish professional goals and objectives of a mediate nature, making anticipated elaborations about their future professional performance. To achieve this, they are capable of making complex volitional efforts, showing satisfaction in this process. They are optimistic and confident, very active in the search for information	They express cognitive interests towards the study of the profession and their objectives are more immediate, directed to the study itself and to the professional training process. There is little elaboration and reflection on the professional future. This causes them to make only isolated volitional efforts. They reflect little on professional problems and	It expresses the non-existence of professional interests. The professional contents are not integrated to the objectives oriented to the process of professional training and execution. They set objectives that are external to the profession and generally very immediate (graduation, passing), or linked to distant future goals

about their profession, both bibliographical and work experiences. There is a high level of reflection on professional problems, with significant personal elaboration. A personal sense of positive content is observed. They tend to be satisfied with their chosen profession and to obtain high academic results.	their affective bond with the profession is poor. In general, they express satisfaction with their chosen profession and their teaching results tend to be discreetly satisfactory.	unrelated to the profession. They show a poor volitional effort. The affective link with the professional contents is negative, which suggests a conflictive professional sense. more than 90% of them leave in the first two categories. Dissatisfaction with the chosen profession and a tendency to low academic performance.
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Source: Own elaboration

The aforementioned author proposes four essential stages, which, based on the theoretical systematization carried out, she reconceptualizes and proposes a first stage aimed at the:

Approach to the world of professions: it is impossible to speak at this stage of formation of a professional interest, since what is involved is to "put the child in contact with life" in order, in this way, to enable the emergence of general interests that guide him/her in the search for information, the obtaining of knowledge and the formation of skills that can lay the foundations for the formation of professional interests.

A second stage aimed at the preparation for the professional choice: in this stage it is not essential the formation of a specific professional interest, which does not deny the possibility of its development.

The third stage is aimed at training and professional development in the technical or university education center, which will be dealt with in more detail later because of its interest for this research, and a fourth stage whose essence lies in the consolidation of professional interests, knowledge and skills, called Transition to professional performance.

Training and professional development in the technical or university teaching center: this stage coincides with the student's entry into the professional teaching center (secondary or higher), in this

case, the Physical Education teacher career at the EPEF and has as its essential objective the training and development of interests, knowledge and professional skills that make the subject suitable for the successful performance of a given profession.

The PO acquires special particularities at this stage, if one takes into account the need for its differentiated character, since students with different types of motivation and levels of development of their general knowledge and skills enter the professional training center.

On the other hand, it is only possible to achieve the formation of a professional capable of solving with quality the problems that the practice demands from him/her based on the optimal development of his/her interests and professional skills.

Although it was previously stated that the development of professional interests was not an indispensable requirement for students to enter professional education, the development of solid professional interests is a necessity during their training process in this type of centers.

The results of the research carried out allow affirming that students who achieve higher levels of development of their professional interests, show a higher quality in their professional performance, which is manifested not only in obtaining high teaching performance but also and fundamentally, in the quality of the process of professional execution that is expressed in initiative, flexibility, persistence, creativity and reflective performance in the solution of problems of professional activity.

Hence, (Domínguez, 2012) considers that:

The formation of professional interests at this stage should be supported by extra-curricular activities in which students have the opportunity to analyze, discuss and raise concerns about their future professional work, which will contribute to developing their knowledge, their active position and reflective capacity in the analysis of problems related to the profession. (p.24).

Despite the contributions made in this order, limitations are evident in the educational praxis of the EPEF, since the expected or most needed results are still not achieved, due to the insufficient work of OP developed in previous stages, as well as the difficulties presented during the professional choice.

The aspects mentioned above were verified from an exploration of the behavior of professional interests in the students of the 1st year Regular Day Course of the EPEF "Manuel Eugenio Rivera Fajardo" of Guantánamo province, taking the following as indicators for the study:

1. Option in which the career choice was made
2. Reasons that led to your selection.
3. Knowledge about the profile of the profession
4. Goals to achieve with the profession

A sample of 30 students of the aforementioned grade were interviewed and surveyed and their behavior in different activities of the training process was observed, obtaining as a result:

It was found in the observation that 66.6% of the students in the first weeks after entering the school, showed little interest in teaching activities aimed at pedagogical training, focusing most of their attention on specific sports subjects.

In the survey applied, the regularity found was in the order of 90% of the students select the career in first option, but the main reason is in the facilities offered by this for job placement and that the goal to achieve is to join soon to working life.

All of the above was evidenced in the interview where most of the students stated that to enter this career there is no academic index requirement, that it is a career that in only three years allows them to achieve economic independence and that they can enter the university without taking entrance exams, and that the men only join the military service for one year.

Based on the results obtained, actions were updated and implemented as part of the OP strategy of the EPEF of Guantánamo to promote the professional interests of the students of this specialty, among which the following can be mentioned:

Short-term actions

Objective: to familiarize students in the 1st year of the regular daytime course with the contents of the Physical Education teacher's profession.

- Presentation and characterization of the role of the Physical Education teacher.

Persons in charge: selected teachers from the Department of Professional Practice.

Date: 1st week of the course

- Exchange of experiences with students of higher years.

Responsibility: assistant director of teaching and assistant director of internal life.

Date: 2nd week of the course

- Meeting with Physical Education teachers of recognized prestige in the province.

Responsibility: director, deputy director, selected teachers from the Department of Professional Practice.

Date: November 19, Physical Culture Day.

Medium-term actions

Objective: to assess the modes of professional performance of physical education teachers in the different professional performance profiles.

- Visits to schools of different educational levels to observe the performance of Physical Education teachers.

Responsible parties: lead teachers, director, and deputy director.

Date: according to the planning of the teaching calendar

- Visits to grandparents' circles.

Responsibility: Lead teachers, director, and deputy director.

Date: according to the planning of the teaching calendar

- Visits to therapeutic or physical culture gyms.

Responsible: Lead teachers, director, deputy director, teachers of specific subjects.

- Experiential workshop: "My first encounter with the profession".

Responsibility: guiding teachers, director, and deputy director.

Date: according to the planning of the teaching calendar

Long-term actions

Objective: to demonstrate the skills and knowledge acquired about the chosen profession.

- Pedagogical skills contest

Responsible: Lead teachers, director, and deputy director of education

Date: February 23 (Creation of INDER)

- Physical education classes competition

Responsible: Lead teachers, director, deputy director and subject-specific teachers.

Date: April 6 (International Physical Education Day)

- Contest on History of Physical Culture and Physical Education in Guantánamo.

Responsibility: Guiding teachers, director, and deputy director.

Date: October 31 (birth of José María Queral Vallve, "Father of Physical Education in Guantánamo").

- Student Scientific Conferences.

Responsible: guiding teachers, director, and deputy director.

Date: closing week of each semester

- Incorporation of outstanding students to events and competitions at municipal, provincial and national level.

Responsible: Lead teachers, director, and assistant director.

Date: according to planning

The results of the actions were presented to the technical advisory board of the institution to assess their effectiveness. The directors and other teachers agreed in recognizing that the implementation of these actions favored the formation of the professional pedagogical interests of the students of the 1st year of the regular daytime course of the EPEF "Manuel Eugenio Fajardo Rivera" of Guantánamo province.

In this sense, the following actions stand out as having the greatest impact:

- Exchange of experiences with students of higher years, in which interesting experiences were transmitted about the motivations when entering the career and their reaffirmation through the link with the future professional role.
- The meeting with Physical Education teachers of recognized prestige in the province, was very profitable in the order of the acquisition of knowledge about the profession from the socialized experiences, in which it was evidenced the commitment and love for the profession that allows these teachers to be among the most outstanding and how much more they can continue to

achieve. This generated expectations in the students in terms of continuous improvement and qualities to be possessed.

On the other hand, the visits to schools to observe the performance of Physical Education teachers allowed to value the ways of professional performance and to obtain knowledge about their future role, from the observation of the pedagogical skills shown to lead the teaching-learning process of the different educational levels. The above led to a greater motivation for their participation in the Physical Education class competition.

What was expressed, allows affirming that the implemented actions succeed in influencing the formation of the professional pedagogical interest of the students, which is evidenced in the personal significance acquired about their future professional performance, through the elaboration of positive contents about it, a higher level of satisfaction with the selected profession and the realization of greater volitional efforts for obtaining better academic results. Many of the aspects were referred to by the participants in the Experiential Workshop "My first encounter with the profession".

Conclusions

The process of formation of pedagogical professional interests in the students of the Provincial Schools of Physical Education Teachers has theoretical references that have been systematized and have allowed recognizing that this process needs a systematic and coherent attention that allows the identification and motivation towards the performance of the profession of the students enrolled in these institutions. The implementation of actions with a pedagogical character facilitates the formation of professional interests in the students, which was corroborated by the technical advisory board of the Provincial School of Physical Education Teachers Manuel Eugenio Fajardo Rivera of Guantánamo Province.

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