

PODIUM

Journal of Science and Technology in Physical Culture

EDITORIAL LIBERCIENCIA

Volume 18
Issue 2

2023

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

Director: Fernando Emilio Valladares Fuente

Email: fernando.valladares@upr.edu.cu

Translated from the original in spanish

Review article

Reflections on sports detraining as a specific professional competence

Reflexiones sobre el desentrenamiento deportivo como competencia profesional específica

Reflexões sobre o destreinamento esportivo como competência profissional específica

Radair Padilla Dip^{1*}  , Francisco Cristino Trejo del Pino¹ 

¹Universidad de Oriente. Santiago de Cuba, Cuba.

*Corresponding author: rpadilla@uo.edu.cu

Received: 2022-01-05.

Approved: 2023-04-26.

ABSTRACT

Detraining in sports, as a specific professional competence, constitutes an object of work in the initial training of the Bachelor of Physical Culture degree, as this is a social actor in social contexts and from this perspective, the reflective gaze on its importance has been oriented; it is also required as a competence that enables health advice from the base link, not only in high performance, hence the need to develop it with a health, preventive and prophylactic approach. Although several studies address this issue, theoretical deficiencies were detected in the reference models; consequently, the objective of the work was to reflect on sports detraining as a specific professional competence in the formation of the Bachelor of Physical Culture degree, from the research work activity. Methods such as analysis-synthesis and



structural-functional systemic were used, which made it possible to deepen research on professional skills from an analytical, interpretative and critical perspective. As conclusions, the theoretical limitations related to sports detraining as a specific professional competence were corroborated, as well as the possibility of complementing and enriching the acting model, based on training practice from undergraduate, which contributed to providing a better solution to problems. detraining in the base link.

Keywords: specific professional competence, sports detraining.

RESUMEN

El desentrenamiento deportivo, como competencia profesional específica, constituye objeto de trabajo en la formación inicial del Licenciado en Cultura Física, al ser este un actor social en contextos sociales y desde esta perspectiva, se ha orientado la mirada reflexiva sobre su importancia; se precisa además, como una competencia que posibilita la asesoría para la salud desde el eslabón de base no solo en el alto rendimiento, de ahí la necesidad de desarrollarla con un enfoque salubrista, preventivo y profiláctico. Aunque varios estudios abordan esta temática, se detectaron carencias teóricas en los modelos de referencia; en consecuencia, se trazó como objetivo del trabajo reflexionar sobre el desentrenamiento deportivo como competencia profesional específica en la formación del Licenciado en Cultura Física, desde la actividad laboral investigativa. Se emplearon métodos como el análisis-síntesis y el sistémico estructural funcional que posibilitaron profundizar en investigaciones sobre las competencias profesionales con una óptica analítica, interpretativa y crítica. Como conclusiones, se corroboraron las limitaciones teóricas relacionadas con el desentrenamiento deportivo como competencia profesional específica, así como la posibilidad de complementar y enriquecer el modelo actuante, a partir de la práctica formativa desde el pregrado, lo que contribuyó a brindar mejor solución a los problemas del desentrenamiento en el eslabón de base.

Palabras clave: Competencia profesional específica, desentrenamiento deportivo.



RESUMO

A desformação desportiva, enquanto competência profissional específica, constitui objeto de trabalho na formação inicial do Licenciado em Cultura Física, por ser este um ator social em contextos sociais e nesta perspectiva tem orientado o olhar reflexivo sobre a sua importância; Exige-se também como uma competência que possibilite o aconselhamento em saúde desde a base, não apenas no alto rendimento, daí a necessidade de desenvolvê-la com enfoque sanitário, preventivo e profilático. Embora vários estudos abordem essa questão, foram detectadas deficiências teóricas nos modelos de referência; Diante disso, o objetivo do trabalho foi refletir sobre o destreinamento esportivo como competência profissional específica na formação do Bacharel em Cultura Física, a partir da atividade laboral investigativa. Foram utilizados métodos como análise-síntese e sistêmico-funcional estrutural, que possibilitaram o aprofundamento da pesquisa sobre competências profissionais a partir de uma perspectiva analítica, interpretativa e crítica. Como conclusões, foram corroboradas as limitações teóricas relacionadas à destreinamento esportivo como competência profissional específica, bem como a possibilidade de complementar e enriquecer o modelo de atuação, baseado na prática de treinamento desde a graduação, o que contribuiu para uma melhor solução dos problemas. o elo básico.

Palavras-chave: Competência profissional específica, destreinamento esportivo.

INTRODUCTION

Competence-based training is increasingly recognized internationally for establishing curricular advantages and integrated methodological criteria at a transdisciplinary level, based on considering a problem as the common axis of all disciplines and subjects of professional training and its contribution to the link of knowledge with practice, which enables the transition from knowing how to do (skills) to doing with knowing (competence).

Every time and in an increasing way, competence-based training enhances the criteria for evaluating the quality of professional training with effective forms of knowledge, as well as the necessary competence to join society; the impacts are measured as consequences of the



results, of the changes in behavior and processes such as teaching and methodological scientific work, improvement, research and its assurances. (Espinoza and Campuzano, 2019)

The United Nations Educational, Scientific and Cultural Organization UNESCO (2018) ratifies as the objective of professional training in universities, that of providing answers to the problems facing humanity and the needs of economic and cultural life most pertinent, from the specific problems of a certain region, country or community.

On the other hand, the need to reconsider the training of the Bachelor of Physical Culture and contemporary education in terms of durability, viability and sustainability is promoted, as UNESCO priorities for international action, linked to its development agenda until 2030., with objectives that encompass education as life-changing, to provide all ages with the knowledge, skills, attitudes and values necessary to overcome challenges.

At the national level, the guidelines of the economic and social policy of the Communist Party of Cuba that govern the development of the country influence, with emphasis on the strategic axis human potential, science, technology and innovation, defined in objective 13 that raises the need to promote the training of highly qualified human potential and the generation of new knowledge, which guarantees the development of universities and education in general and their human resources and infrastructures that are mobile to think about which professional training is most appropriate to these contemporary demands.

Today marks a different point of view in university professional training, tempered by the times it is living in and technological advances, where not only must be taught to know to do, if not then do with knowing. The foregoing would seem like a play on words, but if it is assumed that the final product of professional training must be conditioned only on knowledge and know how, it is considered based on the criteria of training professional skills; meanwhile, if training is assumed as a process towards doing with knowledge, then competence is pre-positioned as a training reference.



The maxim that competence is lifelong learning, constant self-improvement and demonstrated ability and that it designates what the professional does and not only what he/she knows how to do, ruins professional training aspirations, from its developer perspective and a humanist vision.

The literature consulted converges in stating that specific competence are acquired with the transmission and assimilation by the person of a series of contents related to the basic areas of sports knowledge; concepts, theories, instrumental knowledge, research skills, forms of application or work styles that define a specific discipline. Competence that are necessary to master knowledge, to later apply it to a specific area as sports detraining.

In this way, it is consistent with the criterion that sports detraining is part of a professional content necessary for the knowledge, action and feeling of the Bachelor of Physical Culture degree and must be assumed from a health, preventive and prophylactic approach to be used in the base link as a tool for guidance and advice, which contributes to strengthening the role of this professional as a social actor.

On the other hand, it is recognized that detraining is a practice that requires multidimensional knowledge and know how due to the diversity of sports practices that it covers and for its differentiated treatment according to the biological, psychological and social manifestations and incidents, this implies an adequate professional preparation for face it.

Sports detraining as the training process and development of competence of the Bachelor of Physical Culture degree makes it possible to update knowledge, modify attitudes, encourage creativity and, in a general sense, put different knowledge into practice (Aguado and Rangel, 2017). A prospective vision of the training process of this professional must consider the knowledge that refers to knowledge, know-how and achieve mastery of general skills of the profession; in addition, knowing how to be fundamentally directed towards professional ethical behavior, as well as knowing how to live that implies relationships in the labor and social sphere, participating and cooperating in activities and teamwork.



The need to adopt the competence as a reference in the professional training of the Bachelor of Physical Culture degree in accordance with current economic and social demands is imposed, in such a way that they contribute to raising their professionalism in all spheres of action, in solving problems and in the transformation of contexts from the personal implications of the subject and the search for success with quality and efficiency (Moreno *et al.*, 2019).

The Bachelor of Physical Culture degree is a social actor of human improvement that must be formed as a competent, comprehensive, qualified, committed professional with solid professional motives. For this, specific professional competence must be developed because in the base link it is promoted and executed prophylactic, therapeutic, sports and recreational activities in interaction with the diversity of the community environment, to stimulate a healthy lifestyle and healthy recreation.

Consequently, the criteria for the formation of specific professional competence in sports detraining, as a reference for the professional training of the Bachelor of Physical Culture degree, allows transdisciplinary integration from the cognitive, praxiological and axiological aspects, as well as the most objective evaluation of what the student learns and does for performance in contexts such as school, the sport complex or others (Bestard and Sivila, 2017; Almirall and Zaldívar, 2018; Valdés *et al.*, 2021 and González *et al.*, 2022).

The current Study Plan E and the Professional Model are committed to professional training with a broad, open and extension profile, through academic, labor, research and extension processes; this acting model is premised on the principles of knowledge rationality, the increase in hours of practical training activity, and the link between undergraduate and postgraduate courses, which constitute important conditions and favor the development not only of professional skills, but also of basic competence. of the practice of the profession in undergraduate training. However, professional training by competence is not contemplated (Ministry of Higher Education of the Republic of Cuba [MES], 2016)



In the opinion of the authors of the study being carried out, sports detraining as a specific professional competence and a benchmark for the training of the Bachelor of Physical Culture degree, beyond the current vision of undergraduate training based on professional skills, complements and enriches the acting model and broadens the range of training spaces, thus managing the greatest success in their professional, personal, social and labor insertion.

Sports detraining is considered a competence of a pedagogical nature, its content is to direct detraining in the base link, in the community, family and school context, from its health, preventive and prophylactic dimensions; consequently, the objective of the work was to reflect on sports detraining as a specific professional competence in the formation of the Bachelor of Physical Culture degree, from the research work activity.

DEVELOPMENT

Some ideas about professional training by competence

Referring to a profession implies understanding that it represents the action of exercising a trade, of carrying out tasks with a certain degree of specialization in science, technology, art, sports or others and is the result of a process given in a schooled praxis that It is an educational system. A quality training must aspire to a comprehensive development, contextualized and directly related to the essence of the object of the profession (Miranda *et al.*, 2015).

The professional's training process has an essentially social character; it develops as a system and cannot be left to the spontaneity of those who take part in it. The training of the university specialist is a synthesis of the dynamic subject-object relationship of the profession-society, a trinomial in which the social projection of professional training is expressed.



For Tünnerman (2003) the quality of the studies is determined because the higher-level students of a country are part of the wealth of that country, they are assets of the highest value for the whole society, given the roles that upon graduation they are called upon to perform within it, so it is in the public interest to ensure the quality of students. In the future, universities are going to be judged or evaluated more by the quality of their students than by the quality of their professors, as a consequence of the emphasis that today is placed on learning processes rather than on teaching ones.

These demands transcend professional training, which model identifies three essential dimensions: the instructional dimension, the development dimension and the educational dimension; these dimensions in their integration express the new quality to be formed: preparing the professional for their successful performance in society (Centelles et al., 2020).

Training, from Vygotsky's (1995) historical-cultural theory, is explained as a relationship process between the interpsychic (the social) and the intrapsychic (the individual) that are part of the internal activity; its transition from the external to the internal and its mediating function as a general law of the origin of higher mental functions.

Training also has its sociological perspective on the understanding of man in the context of his social relationships and his incidences as socio-educational factors (family-school-community), of importance for understanding the role of social interaction in the professional context.

Among the diversity of criteria related to competence, some authors consider that competency-based training is a teaching-learning process oriented towards people in order to appropriate knowledge, skills and attitudes for an ideal performance; it has various applications, in order to achieve continuous knowledge, since it involves alternating between work and study (Cejas *et al.*, 2019).

From its psychological spectrum, the formation of competence is understood as a process of personalized or collective configuration, (Cueto *et al.*, 2018), which highlights the criterion that these are configured in the person or in the group and not in the processes of performance evaluation standards, the school-enterprise link and other perspectives offered



as measurement criteria, even when these criteria have certain validity for their training. Particular emphasis is placed on competence as a psychological configuration, mediated by professional training that builds their knowledge and know how.

The formation of detraining as a specific professional competence from the labor-research curricular context implies the action of Higher Education didactics, since its implementation in this disciplinary context, goes through the didactic and curricular arrangements that are required for its insertion, where didactics is an important reference in the order of sciences; on the other hand, a notion of broad competence is required to be able to operate with it in psycho-pedagogical training and, in the same way, have notions of different levels and possible application in the training practice of the Bachelor of Physical Culture degree.

Detraining as a specific professional competence of the Bachelor of Physical Culture degree from the labor-research curricular context

The competence constitutes a claim in the educational quality at present and refer to the characteristics of the process, to the formation of man, his historical and social conditions that take a concrete expression from the end, the objectives and the results truly achieved.

Competence is increasingly associated with the ability to mobilize knowledge to solve problems autonomously, creative and adapted to the context and nature of the problems (Miranda et al., 2020). At present, the competence criteria in its conceptual vision of knowing how to do, do and be are reconceptualized from a new vision, where it is not only a process that implies knowing how to do, but the mobilization of personal resources in the activity that goes through the subject that has the competence and not by the entity or enterprise they serve, for this reason it is a personological configuration, a complex integral formation of qualities mobilized in the activity, in a context.

The definitions of competence as sets made up of knowledge and/or qualities give way to an understanding of the concept based on mobilized capacities. This leads one to think that competent work entails behind it a complex mixture of attributes, tasks and abilities developed by the person to implement all this heritage in their working life (Parra et al., 2018; Arévalo and Juanes, 2022).



Theories on professional competence are plural and controversial and present different readings, formulations, dichotomies and tendencies centered on the labor and the personal; The most significant current proposals in the professional sphere are based on dual training, the school-company link, the curriculum, the learning strategies, the curricular Mayas and the pedagogical performance models as a sample of scientific management for inserting the competence in the pedagogical theory (Machado and Montes de Oca, 2021).

However, these studies do not exhaust the theoretical-methodological foundations that could be considered, according to professional profiles, since it is difficult to find studies on sports detraining as a specific professional competence; despite the fact that some authors such as Valarezo *et al.* (2018) consider that competence can be conceived and planned in the curriculum, from their formative perspectives.

Prado *et al.* (2021) address the specific professional competence in initial training, as an integrator of knowledge, skills, values, motivations and performance, based on the specific aspects inherent to the profession. Among all the dimensions that make up the competence, skills, in their unification with the rest, constitute mobilizing processes that are based on activity.

This supposes not only knowing how to do, but doing with knowing in certain contexts, where the combination of specific skills with the other members of the competence is essential to be able to act efficiently in a certain sphere of the object of the profession, for what recreation, Physical Education and sport are considered prophylactic and therapeutic spheres of the actions of the Bachelor of Physical Culture degree.

Studies related to the different performance contexts of the professional with a degree in Physical Culture such as those by Aguado and Rangel (2017, 2018) address the development and improvement of the skills of teachers who participate in the professional training. Others delve into the skills during job training, as well as the specific professional skills of Physical Education and sports coaches, through methodological alternatives and strategies for professional improvement (Bosque, 2018; Álava, 2018; Lara, 2020 and Machado, 2021). The profile and evaluation of the state of development of the Physical Education teacher



competence are also defined in the work of Rodríguez *et al.* (2018), Valencia (2019) and Castro *et al.* (2020).

Similarly, authors such as Bosque (2018), Moreno *et al.* (2019), Bernate *et al.* (2020) and Márquez *et al.* (2020) refer to the formation of competence from undergraduate with particular significance in communicative competence, research competence and the formation of civic competence.

Aguilar (2020) is assumed when treating sports detraining as the pedagogical process based on scientific foundations and aimed at systematically, multidisciplinary and comprehensive reduction of the level reached by the athlete, from a medical-biological, psychological and social perspective, to achieve adaptation to new conditions that guarantee an adequate quality of life.

Among the studies of this researcher, the contributions of indicators for the characterization of sports retirement are significant, as well as the risk factors of retired from active sports, the organization of sports detraining, physical exercise, solutions to avoid health risks in former athletes; as well as the physical alternatives, educational actions, theoretical conceptions, programs, methodologies, models and principles elaborated in indistinct ways (Frómeta-Moreira *et al.*, 2021 and Marín *et al.*, 2021).

In none of the cases, detraining and its incidence in professional training to increase the performance of the Physical Culture Graduate, in the care of these ex-sports subjects and the solution of detraining problems in the base link are addressed. The higher frequency of studies in elite athletes is recognized, even when both physical and mental conditions also affect the population that, even without reaching the elite, has been subjected to the loads of sports training; likewise, other factors that influence such as the limited culture of sports training in the family and teachers linked to the training of the athlete.

Individuals who drop out of sports training can go through various age groups, without a proper pedagogical dedication. Work tasks must be relevant to the spaces of professional training and the possibilities of student performance, in a gradual and ascending level for renewal and constant professional self-improvement that makes it possible to systematize



professional skills that must be achieved to face professional problems (Trejo and Alzate, 2017).

In this sense, conceiving detraining as a specific professional competence implies its contextualization both in the knowledge of the therapeutic and prophylactic care area; in addition to conceiving, it as one of the professional problems that the student must master, and considering their requirements in professional performance for the solution from the work object that they will develop once they graduate.

The formation of a health culture can only be achieved when, from an early age, the strengthening of those factors that improve the quality of life is offered, such as social values and the participation of individuals in activities designed for this purpose; the integration of the family into the activity and personal development of individuals leads to the development of generations of healthy men, capable of living and favorably transforming the environment (Veloz and Garcia, 2018).

Detraining should be one of the domains of the professional performance of teachers from the basic training of athletes to alert them about the risks of not assuming them and constitutes a security element for both the athlete and the family and society in general, a fundamental mechanism in the integral formation and guarantee of the quality of life not only from instruction, but also education; because together with knowledge, skills, habits and values are developed to promote healthy lifestyles

CONCLUSIONS

The theoretical systematization and the consultations from different sources on sports detraining as a specific professional competence allowed to corroborate the theoretical limitations related to these studies in the sphere of professional training of the Bachelor of Physical Culture degree, as well as the possibility of complementing and enriching the acting model. from the formative practice from the undergraduate, which contributes to provide a better solution to the problems of detraining in the base link.



REFERENCES

- Aguado Casas, I. N., y Rangel Mayor, L. A. (2017). Estrategia de desarrollo de la competencia didáctica para docentes de Ciencias Biológicas de Cultura Física. *Ciencia Y Actividad Física*, 2(2), pp. 43-50. <http://revistaciaf.uclv.edu.cu/index.php/CIAF/article/view/38/35>
- Aguado Casas, I. N., y Rangel Mayor, L. A. (2018). Metodología para el perfeccionamiento de la competencia didáctica del docente de Cultura Física. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 13(2), pp. 170-181. <http://podium.upr.edu.cu/index.php/podium/article/view/755>
- Aguilar Rodríguez, E. (2020). El Desentrenamiento deportivo, una alternativa profiláctica o terapéutica en los atletas de Alto Rendimiento. *Revista Cubana de Medicina del Deporte y la Cultura Física*, 14(2). <http://www.revmedep.sld.cu/index.php/medep/article/view/31/22>
- Álava López, C. (2018). Autoevaluación del nivel de desempeño en las competencias docentes para la educación física escolar (Original). *Revista Científica Olímpica*, 15(50), pp. 73-83. <https://revistas.udg.co.cu/index.php/olimpia/article/view/89>
- Almirall Borrego, J., y Zaldívar Cordón, G. V. (2018). Modo de actuación del profesional de cultura física, resultados de un proceso. *Revista científica Especializada En Ciencias De La Cultura Física Y Del Deporte*, 15(36), 114-127. <https://deporvida.uho.edu.cu/index.php/deporvida/article/view/448>
- Arévalo Coronel, J. P., y Juanes Giraud, B. Y. (2022). La formación de competencias desde el contexto latinoamericano. *Revista Universidad y Sociedad*, 14(1), pp. 517-523. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2218-36202022000100517&lng=pt&lng=es.
- Bernate, J., Fonseca, I., Betancourt, M., y Romero, E. (2020). Análisis de las competencias ciudadanas en estudiantes de Licenciatura en Educación Física. *PODIUM - Revista*



- de Ciencia y Tecnología en la Cultura Física, 15(2), pp. 202-220.
<http://podium.upr.edu.cu/index.php/podium/article/view/918>
- Bestard Revilla, A., y Sivila Jiménez, E. (2017). La investigación científica en la formación del profesional de la Cultura Física. The scientific research in the formation of the professional of the Physical Culture. Arrancada, 17(32), pp. 202-214.
<https://revistarrancada.cujae.edu.cu/index.php/arrancada/article/view/205>
- Bosque Jiménez, B. (2018). Enfoques para desarrollar la competencia comunicativa de los profesionales de la cultura física y deporte. Acción, 14(1), pp. 1-8.
<http://accion.uccfd.cu/index.php/accion/article/view/11>
- Cardero Hodelin, F., Hernández Cruz, A., Mesa Barrera, Y., y Basto-Rizo, M. A. (2020). El proceso de formación profesional integral del Licenciado en Educación Construcción. Maestro Y Sociedad, 17(2), pp. 240-254.
<https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/5161>
- Castro, J. L., Guzmán, A., y García, G. (2020). Las competencias profesionales que requieren los docentes generalistas que imparten educación física. Universidad Técnica de Manabí.
<https://revistas.utm.edu.ec/index.php/Cognosis/article/view/2699/2794>
- Cejas Martínez, M. F., Rueda Manzano, M. J., Cayo Lema, L. E., y Villa Andrade, L. C. (2019). Formación por competencias: Reto de la educación superior. Revista De Ciencias Sociales, 25(1), pp. 94-101.
<https://produccioncientificaluz.org/index.php/rcs/article/view/27298>
- Centelles Díaz, J. S., Domínguez Serrano, I., y Ávila Guerra, E. R. (2019). La evaluación del impacto de la formación laboral de los estudiantes en las carreras pedagógicas. Revista Caribeña de Ciencias Sociales.
<https://www.eumed.net/rev/caribe/2019/07/impacto-formacion-laboral.html>



- Cueto Marín, R. N., Piñera Concepción, Y., y Bonilla Vichot, I. (2018). Las competencias como configuración de la personalidad reflexiones desde la formación de docentes en Cuba. *Atenas*, 2(42), pp. 48-60.
<https://www.redalyc.org/journal/4780/478055152004/html/>
- Espinoza Freire, E. E., y Campuzano Vásquez, J. A. (2019). La formación por competencias de los docentes de educación básica y media. *Conrado*, 15(67), pp. 250-258.
http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1990-86442019000200250&lng=es&tlng=es.
- Frómeta-Moreira, N., Padilla-Dip, R., Alarcón-Ramírez, B., y Romero-Frómeta, E. (2021). El desentrenamiento deportivo: una garantía básica para la salud posdeportiva. *Revista científica Especializada en Ciencias de La Cultura Física y del Deporte*, 19(51), pp. 14-25.
<https://deporvida.uho.edu.cu/index.php/deporvida/article/view/814>
- González Padrón Á., Cadaya Moya, M., y Acosta Rodríguez, R. (2022). Experiencia desde la Pedagogía en la carrera Cultura Física. *Opuntia Brava*, 14(2), pp. 1-12.
<https://opuntiabrava.ult.edu.cu/index.php/opuntiabrava/article/view/1567>
- Lara Caveda, D. (2020). Superación basada en competencias profesionales específicas relacionadas con la iniciación deportiva. *Acción*, 16, pp. 1-8.
<http://accion.uccfd.cu/index.php/accion/article/view/92>
- Machado Gómez, M. F. (2021). Las competencias profesionales del entrenador de deportes colectivos. *Lecturas: Educación Física Y Deportes*, 25(272), pp. 2-15.
<https://doi.org/10.46642/efd.v25i272.2754>
- Machado Ramírez, E., y Montes de Oca Recio, N. (2021). La formación por competencias y los vacíos del diseño curricular. *Transformación*, 17(2), pp. 347-361.
<https://revistas.reduc.edu.cu/index.php/transformacion/article/view/e2852>



- Marín Rojas, A., García Vázquez, L. A., y López Calleja, M. A. R. (2021). El desentrenamiento deportivo. Una aproximación teórica. *Revista Cubana de Educación Superior*, 40(3), pp. 1-12. <http://www.rces.uh.cu/index.php/RCES/article/view/451>
- Márquez, A. M., Acosta, R. U., y Fernández, M. E. (2020). Validación del perfil de competencias investigativas para estudiantes de la carrera Licenciatura en Cultura Física. *Universidad de Sancti Spíritus José Martí Pérez, Cuba*. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0257-43142020000300011
- Ministerio de Educación Superior de la República de Cuba [MES] (2016). Planes de Estudio "E", Carrera Licenciatura en Cultura Física.
- Miranda López, A. C., Guerra Salcedo, M. C., y Colunga Santos, S. (2020). Educación ambiental, competencia y creatividad en la formación de docentes de biología. *Transformación*, 16(2), pp. 350-367. http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S2077-29552020000200350&lng=es&tlng=es.
- Miranda Padilla, A. M., Hernández de la Rosa, M. A., y Hernández Luque, E. (2015). El desarrollo profesional: una categoría necesaria al hablar de calidad de la formación y la introducción de resultados. *Revista Cubana de Ciencias Informáticas*, 9, pp. 104-121. <http://www.redalyc.org/articulo.oa?id=378343680009>
- Moreno Iglesias, M., Tabares Arévalo, R., Casanova Moreno, M., Ybirico Reina, A., y González Núñez, L. (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. <https://podium.upr.edu.cu/index.php/podium/article/view/799>
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura [UNESCO] (2018). Declaración de III Conferencia Regional de Educación Superior para América Latina y el Caribe. <https://unesdoc.unesco.org/ark:/48223/pf0000376753?1=nullyqueryId=N-EXPLORE-bcfd92ff-574e-4ef9-b889-6258d5f905b9>



- Parra Rodríguez, J., Ramayo Cano, Y., y Santiesteban Almaguer, Y. (2018). Las competencias de dirección en educación. Una aproximación a su definición, estudio e interrelaciones en un contexto moderno, globalizado y complejo. *Opuntia Brava*, 9(1), pp. 280-290.
<https://opuntiabrava.ult.edu.cu/index.php/opuntiabrava/article/view/141>
- Prado Chaviano, E., Baujín Pérez, P., González González, M., y Paredes Cabezas, M. del R. (2021). La formación inicial de la competencia profesional específica registrar hechos económicos mediante la Contabilidad General. *Conciencia Digital*, 4(2.1), pp. 52-61.
<https://doi.org/10.33262/concienciadigital.v4i2.1.1706>
- Rodríguez, I., Del Valle, S., y De la Vega, R. (2018). Revisión nacional e internacional de las competencias profesionales de los docentes de Educación Física. *Retos: nuevas tendencias en educación física, deporte y recreación*, 34, pp. 383-388.
<https://dialnet.unirioja.es/servlet/articulo?codigo=6736347>
- Trejo del Pino, F., y Alzate Peralta, L. A. (2017). Repensar la práctica laboral investigativa. Indicaciones metodológicas para la formación inicial del profesional universitario. *Revista De Investigación, Formación Y Desarrollo: Generando Productividad Institucional*, 5(3), pp. 87-101. <https://doi.org/10.34070/rif.v5i3.89>
- Tünnerman, C. (2003). *La Universidad Latinoamericana ante los retos del Siglo XXI*. Volumen 13. Colección Udual, México.
<https://www.enriquebolanos.org/media/publicacion/3149.pdf>
- Valarezo Serrano, D., Sare Ochoa, F., y Calvas Ojeda, M. (2018). El diseño curricular por competencias. *Maestro Y Sociedad*, 15(4), pp. 701-715.
<https://maestrosociedad.uo.edu.cu/index.php/MyS/article/view/4556>
- Valdés André, Y., Bosque Jiménez, J., Estradé Martínez, J., Guerra Bouza, D., y Rodríguez Almeida, C. (2021). La interdisciplinariedad en la formación del Licenciado en Cultura Física: su historia y tendencias. *PODIUM - Revista de Ciencia y Tecnología en la Cultura Física*, 16(1), pp. 291-307.
<https://podium.upr.edu.cu/index.php/podium/article/view/1012>



Valencia, H. A. (2019). La competencia gestión académica en los docentes de Educación Física de la secundaria básica colombiana. *Transformación*, 15(3), pp. 297-315. http://scielo.sld.cu/scielo.php?script=sci_arttextpid=S2077-29552019000300297yIng=esytIng=es.

Veloz Malcolm, N., y García Rosabal, L.M. (2018). Sistema de acciones para la educación y la promoción de salud, Centro Universitario Municipal Bartolomé Masó. *Revista Atlante: Cuadernos de Educación y Desarrollo*. <https://www.eumed.net/rev/atlante/2018/07/educacion-salud-cuba.html>

Vygotsky, Lev S. (1995). Teoría del desarrollo cultural de las funciones psíquicas. Ediciones Fausto. <https://circulosemiotico.files.wordpress.com/2017/12/vygotsky-levs-pensamientoylenguaje.pdf>

Conflict of interests:

The authors declare not to have any interest conflicts.

Authors' contribution:

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



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

Copyright (c) 2023 Radair Padilla Dip, Francisco Cristino Trejo del Pino.

