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The management per competencias in the degree of Physical Culture in Cuba

La gestión por competencias en la carrera de Cultura Física en Cuba

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ABSTRACT

The university educational context in the Physical Culture career, due to its diversity in the performance fields, claims a competent professional. Among the education professional's competencies, the researching one is essential because it activates the rest of the competencies. In this educational level, research and academic skills constitute a dialectic pair, hence the significance of training and development in this professional. From this perspective, the management of a process that articulates and assumes as a central axis that, from the disciplines of the curriculum, allows the success of its performance in terms of the personal, professional, and social transformation demanded by contemporary education, becomes a necessity, what leads to formulate the problem: how to potentiate the research competency in the Physical Culture career's

students? With the purpose to offer a possible solution it is designed a set of actions to develop the research competency through the research process management from the different disciplines that strengthen the management of the processes in which this professional interacts in his different spheres of action. The use of theoretical methods such as historical-logical, analysis-synthesis, systemic-structural, as well as empirical methods like the interviews with teachers and students, as well as observation of different activities of the process, allowed, from the diagnosis, to verify the need to improve the inadequacies in the management process and subsequently the fulfillment of the objective.

Keywords: educational management; formation per competencies;

educational process; research competency.

RESUMEN

El contexto educativo universitario en la carrera de Cultura Física, dada su diversidad en las esferas de actuación, donde pone a prueba su accionar, demanda la formación de un profesional competente. Dentro de las competencias del profesional de la educación, la investigativa constituye elemento esencial que dinamiza el resto de sus competencias. Para este nivel educativo, docencia e investigación forman un par dialéctico, de ahí el significado de su formación y desarrollo en este profesional. Desde esta mirada, se convierte en una necesidad la gestión de un proceso que articule y asuma como un eje central, que, desde disciplinas del currículo, permitan el éxito de su desempeño en función de la transformación personal, profesional y social que demanda la educación contemporánea, lo que conduce a plantear como problema: ¿cómo potenciar la formación de la competencia investigativa en los estudiantes de la carrera Licenciatura en Cultura Física? Con este propósito

se elabora un conjunto de acciones para la formación de la competencia investigativa mediante la gestión del proceso investigativo, desde las diferentes disciplinas, que potencien la gestión de los procesos en los que interactúa este profesional en sus diferentes esferas de actuación. El empleo de métodos teóricos como el histórico-lógico, el análisis-síntesis, sistémico-estructural, así como métodos empíricos, que, con valoraciones realizadas a la aplicación de entrevistas a profesores y estudiantes, observación a diferentes actividades del proceso, permitió, desde el diagnóstico, constatar la necesidad, las insuficiencias en el proceso de gestión y posteriormente el cumplimiento del objetivo.

Palabras clave: Gestión educativa; formación por competencias; proceso educativo formativo; competencia investigativa.

INTRODUCTION

The transformations that take place in the contemporary world in the educational scenarios provoke polemics around the training of professionals by competencies from the design of their curricula, in Higher Education institutions. In Cuba, even when the design of curricula by competencies is not assumed, when managing the formative process from the profile of the graduate, its curriculum and programs; its

introjection is eminent from the integrating conception of knowledge, habits, abilities, qualities and personal resources that guarantee a success in its actions.

In this context, which is characterized by being globalized in all aspects of working life, political, economic, environmental, cultural and social, it is a constant dynamic with which changes and innovations are made,

coupled with scientific and technological advances. All of them, in function of the elevation of the productivity of the work, the search of new markets, the satisfaction and necessities, the attraction of new clients to maintain them, the increase of the utilities, the care of the environment, the strategic alliances of big organizations, as well as also bankruptcies of big companies with the uncertainty that takes entailed in all the orders, where the man becomes the main resource, reason why the advantage and strengthening of the competences of the human capital is the fundamental pillar of success of any organization.

In the universities, therefore, the improvement of the direction of the formative process in charge of the professor and of the process of a personalized and significant learning of the students, directed to more and more effective results, constitutes an aspect of high priority. For this reason, it is intended to present in this work the elaboration of a set of actions for the formation of research competence from the curriculum of the Physical Culture career. This will contribute to raising to higher levels the educational management of the processes in which this professional interacts in the spheres of action: Physical Education, Recreation, Therapeutic Physical Culture and Sport.

Educational management and training competency-based

The management by competences constitutes a necessary tool that the teacher has in his hands to direct and to facilitate the performance of his students, taking into account his capacity to promote the motivation, commitment and integral development; for such reason, his study and application to the process of

teaching-learning, every day, achieves more adepts that visualize it as the approach that contributes to a more effective educational management of this process. It is assumed that the competency-based management model transcends the frameworks of the human resources functional area and impacts all components of the process.

The theoretical treatment, experiences, and actions around the competency-based management approach have increased at the international level in recent decades, associated with new forms of organization and rewards for work, as ways to maintain competitive advantages and increase efficiency and effectiveness.

In the Cuban national environment, it has had its effects, above all, in the framework of business improvement, a mechanism that favors the implementation of new business approaches. In this sense, the Integral System of Human Capital Management (SIGCH) contained in the Cuban Norms 3000-3002/2007 of the Ministry of Labor and Social Security (hereinafter NC 3000/2007) has a significant relevance, since it opens a space for theoretical and methodological research for the implementation and evaluation of the management approach by competence.

In the framework of this system, training is a key factor (Cuesta, 2001; Valle, L. (2007). Today's enterprise mainly demands qualified workers, specialized technicians, competent supervisors and managers capable and committed to carry out their tasks skillfully and effectively and decisively influence the development, progress and future of the organization.

The educational process in universities does not escape this demand and for this reason is based largely on the need for training of Human Resources (teacher-students), which defines the goal to be achieved, according to social interests and all the resources required for it. Mertens, L (1997, 2006); Cuesta, A. (2001, 2007); Zabalza, M. A. (2003); Zabala, J. (2005).

All of the above highlights the imperative to integrate the trends related to the competence approach to professional training, as well as the strategic and continuous nature of the training process in the conception and implementation of the training process in organizations, in accordance with current economic and social demands.

In this sense, (Cuesta, A. 2001) expresses:

Performance management, by competencies, focuses, in essence, on development, and what people are capable of doing in the future. To this management, strategic thinking and proactivity are immanent. Competence management is today a relevant concept to consider in Human Resources Management (HRM) and implies greater integration between strategy, work system and organizational culture, together with a greater knowledge of the potentialities of people and their development. (p. 22)

Many are the interpretations of the concept of competence and professional competence; but they always reveal aspects such as: integration of knowledge, skills, abilities, values that lead to greater effectiveness in the activities developed by man, taking into account the context in which he develops, which he manages to transform and transform himself in that interaction as reflected in the examples presented:

Cuesta, A. (2001, p.25) refers: "An integrated set of knowledge, skills, motives and traits that an individual can deploy in an organized manner in relation to an activity or set of activities within the organizational framework".

From the reports presented by Delors, J. (1996 a and b), as results of the Tunning Project, presented at UNESCO, it is expressed that "competencies represent a dynamic combination of knowledge, understanding, skills and abilities".

García, M. (2013); states that it is,

"The holistic integration of knowledge, skills, values, attitudes and demonstrated skills, in different and changing socio-labour contexts, putting into practice the basic experiences and principles, such as: knowledge, know how to do, know how to be, know how to undertake, know how to share and live collectively, academically, at work and socially". (p49)

An attempt has been made to establish the relationships between the various dimensions that make up the definition and make it more functional and

operational, with a holistic conception in the analysis of human resources management, in training by competencies.

When referring essentially to the term training by competencies in the

educational process of universities, it is necessary to provoke a transformation in the student, interweaving knowledge, skills, attitudes, values to achieve a more effective result in the concrete conditions in which it develops. (Figure 1)

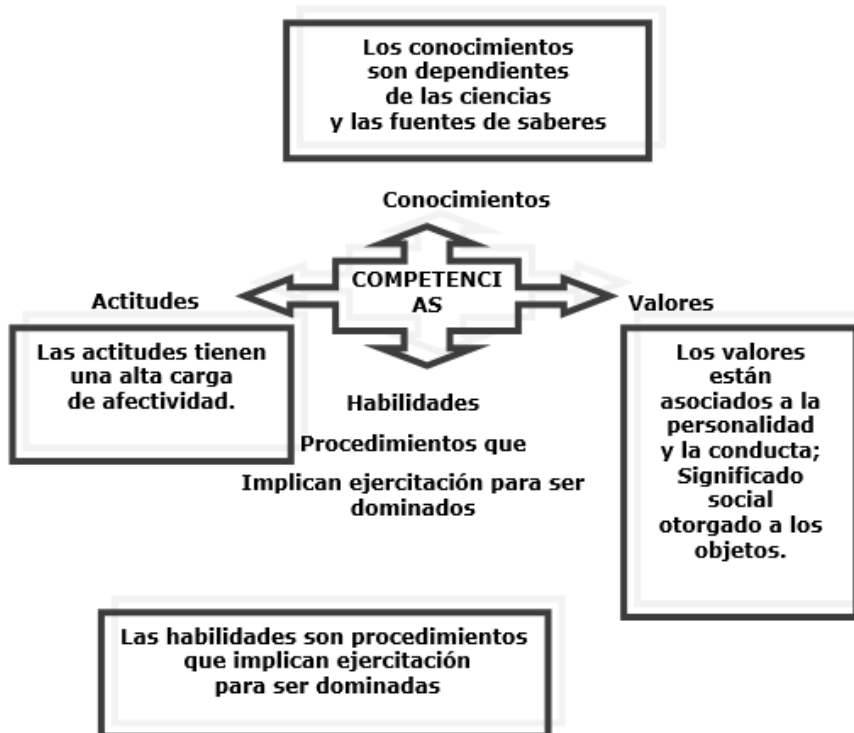


Fig. 1. - Components of competence and their relationship

Training students, based on the educational management of curricula by competence, implies teaching them to acquire the greatest number of instruments for their comprehension in the acquisition of new knowledge (learning to learn), influencing their own environment, solving problems and perfecting them (learning to do), that participates and cooperates in the activities that are developed, carrying out socialization processes (learning to live together), developing all the talent, creativity for the management

and self-management of the processes (learning to undertake) and growing as subjects, encompassing the previous pillars (learning to be), from the vision of the pillars of education in the 21st century.

These demands indicate to the teacher that his function is not only to transmit information, but that he must teach how to reinforce the learning system "of the hidden curriculum" of each student, guiding him in how to integrate knowledge, skills, values and

attitudes to the solution of socio-labour problems that trigger in the development of capacities and allow him to identify, interpret and argue the socio-labour context, solving problems in an innovative and creative way, with social responsibility.

Competency-based training demands from the teacher the need to break down existing barriers in terms of achieving self-management, reflective, critical, controversial, divergent and projective thinking, with a transforming vision of the future, and demands of the student a leading role in this process, based on his or her experiences and needs.

According to Latorre, A and González, V. (2012), the teacher needs, then, in order to act, to master in a scientific manner the theoretical-methodological tools offered by didactics as a science, which assumes as an object of study the teaching-learning process in curricular frameworks, to master its structural components, its forms of manifestation, how to orient them and how to achieve its significance in students.

It is necessary that the competency-based training process favors the protagonism of the participants in the process and that they decide what they need for their training, the rhythm and the didactic materials they will use, as well as the contents they require.

In the international university context, efforts are directed towards competency-based training as a necessity. Studies conducted by Perrenoud, Ph. (1997, 1999, 2004); Zabalza, M. A (2003); Tobón, S. (2009, 2010, 2011, 2013); Martell, M. (2017); among others, different proposals stand out regarding the competencies that teachers of different educational levels should possess, with

an integral approach, which they consider complex in teaching practice.

The different definitions enclose the role of the professional and relate it to the contexts in which they work; on the other hand, there is a variety in the typology of the classifications they contribute, but even so, they integrate the functions and tasks of the teacher in a general manner.

Its influence reached Cuba in the field of Educational Sciences and gained strength in the present century as a variant that contributed to the current training process. Researchers such as Fernández, A. M. (2000); Cuesta, A. (2001); Ortiz, E. (2001); González, V. (2002); Fuentes, H. (2002); Forgas, J. (2005); González, B. (2006); Parra, I. (2006), Díaz, A. (2006); Iñigo, E and Sosa, A. M, (2006); Páez, V. (2007); Tejeda, R. and Sánchez, P. R. (2009); Jiménez, R. (2010); Fuentes, R. and Amorós, L. (2012); Díaz, T. (2012, 2016); Martell, M. (2017); deal with different definitions around the competences, professional competences and competences of the education or pedagogical professional; their classifications and results are directed towards the process of training and development, in order to achieve competent performance.

It is considered that competence is constantly updated, this is not a condition for all life nor in all spheres of it, which forces to recognize that performance must reach a creative, autonomous, independent and personalized level. In its formative process, the university influences, through the Educational Process, from the curricular, which is complex, dynamic and includes beyond the influences of the subjects involved. The formation of competencies, therefore, must be intentional over the course of the years in the career, taking into

consideration the integration of knowledge, skills, values and attitudes.

It is considered that, in spite of the fact that there are no curricula designed by competencies in Cuba, this need has been made explicit from the profiles of the professional; for this reason, they adapt the proposal of the training cycle proposed by Cuesta, A. (2001) taking into account the current conditions of the formative process of the universities that illustrates how it is carried out in Cuban universities.

They are applied, adapting them to the concrete contexts, time and place in which they operate, and the results of their implementation are evaluated for the quality obtained in the process as a whole in order to determine whether any restructuring, modification, change, or introduction of something new is necessary, both in its connotations, micro (class), and macro (study plan). (Figure 2)

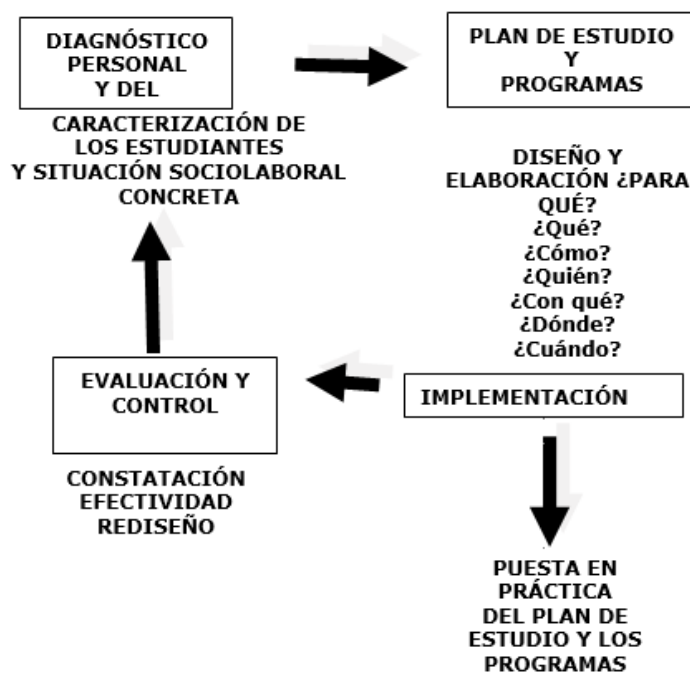


Fig. 2 - Title: Stages of the University Formative Process.
 Source: Cuesta, (2001)

UNIVERSITY EDUCATION PROCESS

This Cuban formative process is conditioned by the interrelation and interaction of substantive sub-processes such as teaching, research, labor and extension, with the purpose

of preparing the professional scientifically so that, through the process of socialization, he can transform reality and himself. It is insisted that the student achieve the

development of the initiative, problem solving, abstract thinking, interpretation and anticipation; but by proposing the development of such competencies in traditional educational environments, where the teaching-learning process is conceived directed to the group as a whole and not to the individualities of its members, the effectiveness of its implementation is hindered.

This is an extremely essential aspect, because the formation based on competences should be aimed to the development of them on people, starting from their individuality. Each person with his formation will contribute to the group in which he is immersed.

The formative process and its application are developed at present as a fundamental demand, motivated by factors of several nature, as: a more competent professional, a technological development and the need to innovate in all areas, the context transformation since the subject's personal implications, searching success with quality and efficiency.

That is why, it is an imperative the implementation of the management by competences in Physical Culture and Sport degree, the way that it allows the determination of competition profiles and the competences-based formation processes for the future professionals who contribute to improve their performance through the physical activity, which is developed in diverse physical-sport spaces (sport facilities). One of the ways to face it is the treatment of the scientific preparation per competences where it is manifested the scientific labor in the problems solution, as well as in the new knowledge search.

In this work it is assumed the definition offered by Castellanos, B.; Llivina, M. J. y Fernández A.M. (2001); who consider the research competence as the one that allows the education professional, as a connoisseur subject, the scientific knowledge construction about the pedagogical process, in general, and the teaching-learning process, in particular, with the purpose of efficiently solving the scholar educative community problems.

The authors consider that, in the scientific knowledge construction, the subject learn how to operate with it to generalize and to transfer to new situations that arouse in the different performance spheres of the Physical Education professional who favor the decision make to face any problematic situation.

In the professional model it is clearly stated that the graduates should develop:

- Program and develop Physical education lessons.
- Perform technical-tactic elements of the sports that are objects of study.
- Apply the teaching methodology of the gymnastics, games and sports.
- Design plans and develop sport training sessions.
- Use different exercises means and teams for the physical and sport preparation.
- Organize and develop sport competitions, under arbitration and scoring.
- Perform according to the sport rules and regulations.
- Organize and develop physical-sport and recreational activities in diverse natural surroundings in the communities, from "Sport" for all and environmental dimensions.

- Implement and carry out the facilities and sport means care and maintenance.
- Apply techniques, as well as profilactic and physical rehabilitation therapeutic exercise, control methods and adaptation of activities to disable people or with special educative needs.
- Design community projects with a transformation purpose, starting from the diagnosis of people sociocultural needs and their physical activity in the contexts where the graduates develop their labor and research activities.
- Apply different forms of diagnostic, program and control. diferentes formas de diagnóstico, programación, control.
- physical-sport and recreational activities he leads
- Objectively and with scientific level evaluate the physical culture processes according to the physical, psychic and biological characteristics of the participants and their diversity to evaluate the results and the given contents assimilation as a basis to plan new activities.
- Systematically improve his professional and social performance through the permanent information search and exchange, with a wide use of the TIC, the most updated specialized literature, as well as the development the post graduate courses and scientific researches.

Functions of the Physical Culture graduate:

- Lead physical-sport and recreational activities in the different professional performance fields, starting from scientific criterion, current legislation and stated methodological instructions.
- Promote and organize physical culture activities in his labor and social context in coordination with the administrative structures and political and mass organizations of the territory.
- Form values, attitudes and patriotic convictions through

So, when finishing his career, the graduate should be able to: Top up into practice pedagogical, physical, sport and recreational skills, with command of the technological and research communication, on scientific basis in correspondance with philosophical, economical, psychopedagogical, biological, sociocultural, ethical, aesthetic, management, research, and environmental, connected with physical culture, with a reflexive and transformational thought, having in mind the diversity, the permanent service to the Revolution, and to our society, with a high civil and professional level that shows his love for the homeland and his disposition to defend it, as well as other values formed in coherence with the values system stated in this model.

MATERIALS AND METHODS

The research was carried out in the Faculty of Physical Culture at "Hermanos Saíz Montes de Oca"

University of Pinar del Río with professors and students in training. Both theoretical and empirical methods

were used, with emphasis on observation, interviewing, document analysis, induction-deduction and historical-logical.

Fifty professors from the Faculty of Physical Culture were sampled, belonging to the different disciplines with more than five years of experience in higher education and who teach the subject for more than three years, and 20 students for each academic year, selected at random.

In addition, other shortcomings are identified that constitute obstacles to the development of this competence, among which we can mention: the necessary tools in the pedagogical collective to achieve competence-based training are insufficient. The professional career model is oriented towards the scientific and research application of the processes it addresses, however, its empowerment from the teaching-learning process is limited. From the disciplines, there are no incongruities in the curricular strategy so as to limit the research development for the different years of the career in which only research development is declared, in the third and last year, because it is where the subject of Research Methodology is

After making observations on degree thesis presentations and reviewing final reports, the authors have found that the process of training in research competence has shortcomings in its educational management for the development of students' potentialities from their modes of action, in the different stages of this process, which ranges from the exploration of reality, the organization and planning of research, its development and validation, the presentation of results and their introduction and generalization.

taught, and where some students conclude with Diploma Work; however, students, from the first year, must develop research skills through the didactic treatment of the different subjects, as well as in the interrelated treatment of the academic, labor, research and cultural, sport and patriotic components.

This regularities allow encourage the research competence training of Physical Culture degree students, through the educative management of the research process, taking advantages of the curriculo scientific-metodological treatment from the different disciplines.

RESULTS

This problem solution is valued since the implementation of an actions set. In order to understand it, the

development of the studied process is presented in a dialectic and dynamic way. (Figure 3)

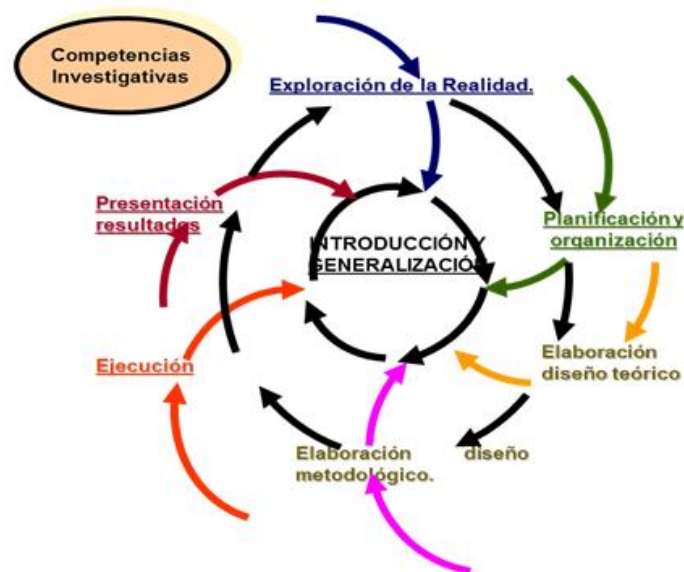


Fig. 3. - Research process stages.

Source: adapted from Tabares, R. (2005)

The exploration of reality, in which these actions are identified:

- Identify the shortcoming that is manifested in the reality where the student perform (the teacher gives guidance on the direct and indirect observation of the educative reality that should be researched)
- Exsecution of the exploratory or intial diagnosis of the identified problematic situation

- Theoretical source information analysis through all ways (texts, articles, scientific Works, both printed or digitals)
- Empirical source information analysis (empirical methods application)
- Determination of the posible causes that justify the identified contradiction existence and the author. (problemic situation)

Plan and organization of the research, in which the following actions are identified:

- Formulation of the scientific problem.
- Exsecution of the theoretical methodological design.
- Development of the study test.

- Adjustment of the research design.
- Precision of the scientific novelty.
- Contribution to the theory and practice.

Development of the research: where the following actions are identified:

- Historical antecedents study.
- Comparative study about the problema that is researched.
- Systematizations starting from the analysis of different theories related to the object and field of research.
- Development of the characterization starting from the diagnostic carried out to the problem present state.
- Obtaining of the solution propose.
- Carry out statistical valuations with the obtained data. (data interpretation)
- Reformulation of the solution proposes.
- Arrive at conclusions and give recomendations.

Presentation of the results, where these actions are identified:

- Writing of the research final report.
- Disemination of the obtained scientific results through different ways:
- Conferences, events, publications, intervention in communication media, location in intranet o internet.

Application and transformation of the reality, in which they are identified as actions:

- Introduction of research results into social practice.
- Contribution to the solution of the scientific problem.
- Transformation of the studied reality.
- Confirmation in praxis of the results obtained, which can be enriched.
- Generalization and transfer of the results already endorsed.
- Confirmation of personal growth in doing and acting.

DISCUSSION

The proposed stages require a set of actions that, with a systemic character, integrate the operations that must be carried out, gradually and consciously, under the educational management of the teacher with each student. In this way, a formative process is promoted, aimed at the development of research competence, with prevalence of scientific methods that activate learning towards the search for new knowledge in his actions with the diverse environment, in the different spheres of action to successfully solve the professional problems that arise.

The evaluation of the proposal, in the pedagogical practice, allowed the gradual transit, according to the levels of assimilation of the contents seized from the students, in a conscious way towards the search of solutions in each one of the spheres of action of this professional. This evidences that the educational management of the research process, through the stages and the set of actions in each one of them, allows revealing the role of each participating subject and the purpose pursued for the development of the research competence.

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