

Diseñar proyectos comunitarios como habilidad profesional específica en la Licenciatura en Cultura Física

Designing community projects as a specific professional skill in the Degree in Physical Culture

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RESUMEN: En la Licenciatura en Cultura Física de la Universidad de Cienfuegos "Carlos Rafael Rodríguez" es trascendental la formación de la habilidad profesional específica Diseñar proyectos comunitarios debido a la importancia que reviste en el desarrollo local al que convoca la dirección del país y su utilización a nivel internacional. Para dar respuesta al cómo contribuir a la formación de la habilidad profesional específica Diseñar proyectos comunitarios se hace necesario identificar las acciones y las operaciones de dicha habilidad, lo que se logra a partir del análisis- síntesis, inducción- deducción y desde la modelación como métodos utilizados en el proceso investigativo.

Palabras clave: Acciones; Operaciones; Habilidad profesional específica; Diseñar proyectos comunitarios; Cultura Física.

ABSTRACT: In the Degree in Physical Culture of the University of Cienfuegos "Carlos Rafael Rodríguez" the formation of the specific professional skill Designing community projects is transcendental due to the importance it has in local development called by the country's leadership and its use at the national level. international. In order to respond to how to contribute to the formation of the specific professional skill Designing community projects, it is necessary to identify the actions and operations of said skill, which is achieved from analysis-synthesis, induction-deduction and from modeling as methods. used in the investigative process.

Keywords: Actions; Operations; Specific professional skill; Design community projects; Physical Culture.

Introduction

With the improvement of the Syllabuses in Cuba, the E generation is being implemented. In the Bachelor's Degree in Physical Culture this Syllabus is put into effect from 2016 by the Ministry of Higher Education (MES). It is declared as one of the specific professional skills in the model of the professional Designing community projects with a transformative purpose, based on the diagnosis of sociocultural and physical activity needs of the population, in the contexts in which he/she develops his/her work and research activity" (MES, 2016, p. 8) (from now on understood as Designing community projects).

It is part of the skills that make up the Integrating Major Discipline (DPI) and is called Research Labor Training (FLI) and is made up of 3 subjects: Research Labor Practice I (PLI I), Research Labor Practice II (PLI II) and Research Labor Practice III (PLI III).

There are, in turn, subjects that are not part of the IPD, but that condition in one way or another the familiarization of the student with activities or forms of evaluation, which prepare him/her for the formation of the previously stated ability.

However, it is made explicit from the formulation of the skill that it is in the contexts in which they develop their work and research activity in the basic link where their training is to be seen, hence this is the precise scenario and it is not necessary to establish an optional or elective subject for this purpose if it is also considered that the solution lies in the application of science and that the new generation of study plans advocates the optimization of the time of duration of the careers, dedicating more hours to the link with practice.

This work and research activity is then materialized in the base link, in this case, the school and the combined sports, where the educational teaching process is developed in the four spheres of action of the professional (Physical Education, Sports, Recreation and Prophylactic and Therapeutic Physical Culture), such activity is "aimed at the systematic practice of physical activity, in terms of the comprehensive training of children, adolescents, young people and adults" (MES, 2016, p. 3).

The literature review conducted evidences the existence of research aimed at the training of basic and specific professional skills. In the latter, directing and planning the teaching - learning process in Physical Education, Sport and Recreation are the most addressed from the PLI scenario. Despite

the relevance of their results; these, in general, do not address the treatment of the specific professional skill Designing community projects.

Based on Cuba's policy, declared by the Ministry of Economy and Planning (MEP, 2020), for territorial development and the process of updating the Cuban economic and social model, it is required to promote the development of the territories, so that the acquisition of the ability to design community projects is a necessity for the graduate of the Bachelor's Degree in Physical Culture to adequately fulfill his social role for the sake of local transformation. To train an integral higher level professional, protagonist of socioeconomic development and converted into an essential promoter of local development becomes an urgency and priority. That is why it is identified as a scientific problem: how to contribute to the formation of the specific professional skill of designing community projects?

Taking all these elements into account and in order to be able to answer the scientific problem, it is necessary, and constitutes the objective of this research, to identify the actions and operations of the specific professional skill Designing community projects.

Development

In the Syllabus E of the Bachelor's Degree in Physical Culture, the declaration of an Integrating Main Discipline ("Research Labor Training") appears as a proposal, which will provide the future graduate with the necessary tools for the transformation of the reality in the basic link.

Each of the subjects and disciplines has conceived within the analytical program the skills, both basic and specific, to be trained and developed during its course. To this end, they are based on planned activities based on the fulfillment of the proposed objectives and among the most used types of classes are "the lecture, the practical class, the seminar, the encounter class, the laboratory practice and the workshop" (MES, 2022, p. 73).

In this context, the training of the Physical Culture graduate is a challenge, since it is a matter of training the university student in this specialty in terms of his professional performance. Transformations in conceptions and ways of working of teachers are then required to achieve the formation of a professional of excellence.

In Cuba, research on this subject generally focuses on the development of propaedeutic research skills, basic and specific professional skills and the definition of specific career competencies. Most

of them do not conceive the training and/or development of specific professional skills from the community scenario in the basic link. They emphasize the value of these for the design, development and implementation of curricula in the training of professionals. However, these researches do not offer, in general, a pattern for dealing with the specific skill Designing community projects through PLI, as a process that takes place in the community and scenario par excellence for the development of skills.

This analysis leads the authors to consider that in the transit of the Bachelor's degree in Physical Culture through the different study plans, the formation of professional skills, both basic and specific, occurs outside of a didactic logic for its organization, as the formation and development of these skills is left to the consideration of subjects and disciplines, thus evidencing a lack of consensus for this purpose.

According to Domínguez et al. (2009):

Research on skills becomes quite significant as soon as its importance, its necessity and its repercussion on the educational professional's modes of action become conscious. It is no longer enough just to know, it is also necessary for this knowledge to be expressed at different levels, which is possible through the training and development of skills. (p. 45).

Professional skills in general, having PLI as a scenario in the Bachelor's Degree in Physical Culture, has been addressed by various authors, who treat research skills from PLI, limiting themselves to the proposal of theoretical-practical actions to summarize, explain, analyze, assess, diagnose, elaborate, implement and apply contained within the research skills. Among the authors who address the training and development of specific professional skills from PLI are Román & Scott (2018) who expose their findings and results of intervention from PLI with Recreation as a fundamental scenario.

Among the skills that are worked on are diagnosing, programming, directing and assessing; despite stating that Designing community projects is among the professional skills, this skill is not treated.

Other researchers, such as Palacios et al. (2022), present results related to professional pedagogical skills, which address the formation of these skills for a better performance in the Research Work Practice. For their part, Grillo et al. (2019), propose indicators and methodological strategies that start from the insufficient development of professional skills in second and third year students of Physical Culture, to develop professional skills from the Research Labor Training in Recreation

and Physical Education. Their research is limited to the context of primary education, without considering the characteristics of the rest of the education levels and the community environment.

Román et al. (2021) address the development of professional pedagogical skills in third year students of Physical Culture, the diagnosis made by these researchers revealed limitations in the modes of action during the internal teaching practical classes and in the Investigative Labor Practice, which leads them to ensure that there is a shortage of research addressing the issue of PLI associated with the Research Labor Training as a Main Integrative Discipline in Physical Culture; Consequently, it evidences a lack of theoretical or practical results that respond to the limited development of professional skills in Physical Culture students.

The use of the theoretical methods stated in the research enable to reflect that although there is a diversity of specific professional skills in the Bachelor's Degree in Physical Culture, the authors consider that most of the researches consulted are directed to the skills of planning and directing; however, there is no reference to researches that address the specific professional skill Designing community projects, despite the importance of this skill in the current Cuban reality.

Díaz-Canel et al. (2020) highlight that the action plan approved at the Regional Conference on Higher Education for Latin America and the Caribbean, held in 2018, considers that Higher Education is defined by its transformative territorial social responsibility. Similarly, it responds to the Sustainable Development Goals (SDGs) in an integrated manner; it is a co-creator of knowledge and innovation; it requires the integration of teaching, training, research and social linkage to fulfill its mission.

These authors state the insufficient integration of Cuban university processes and their linkage with the territories to generate a greater economic and social impact. It is imperative to link universities with the different levels in order to generate development, which must guarantee that the knowledge produced in the houses of higher education has a basis in social practice.

In the model of the professional of the Bachelor's Degree in Physical Culture, among the specific professional skills, is Designing community projects. Rodríguez et al. (2014) expose, among the results of the diagnosis made in their research the "little incorporation of students in local development projects and other activities of community impact" (p. 82), which reaffirms the insufficient treatment that this specific professional skill has had in the professional training process.

This skill, contextualized in the PLI as a subject and in the FLI as an IPD, suggests that its formation can occur consistently in PLI III if it is taken into account that the basic link corresponding to this scenario is the Sports Center, located in the community and where not only the three spheres of action that characterize it: sport, physical culture and recreation, but it also has a close relationship with the educational institutions that are in the community although it does not directly fulfill functions from Physical Education. This guarantees that the student's possibilities to transform reality are covered to a greater extent.

It is possible to determine the importance of the formation of this skill from the Policy for the Territorial Development of the country with the objective of promoting and strengthening the potentials from the local level; which allows to open much more the possibilities of the graduate of the career to carry out his social task and to strengthen the interdisciplinary alliances that necessarily have to occur, not only among the disciplines of the Degree in Physical Culture, but also, among the disciplines of other careers that can converge, in the person of the graduate; in a joint and multidisciplinary work in the community environment.

Summarizing these evaluations, it can be highlighted that, although it is clear that there is a lack of research related to the training process of the specific professional skill Designing community projects in students of the Bachelor's Degree in Physical Culture, it is possible to support from the theory, the need to search for ways for their training based on the potentialities that local development projects, contemplated in the Territorial Development Policy, provide for the transformation of the social reality. The PLI is the appropriate scenario for this training process to take place.

In order to achieve this training process, Müller (1984), who refers to the importance of rules, strategies and heuristic procedures in the search for new knowledge and also suggests ideas for the solution of different problems, is taken into account. Among the general heuristic principles, he points out that of analogy, which, according to the author, is observed through the use of similarity of content or form with clearly definable relationships of their respective parts.

Analogy as a positive heuristic factor for the achievement of the objective of this research, allows suggesting the way for the solution of a problem or exercise (designing community projects).

To conceive and implement a project, one of the most commonly used methodologies is the Logical Framework Methodology (LFM). The review of research, such as that of Prado et al. (2023), points

out points of coincidence in the determination of the stages of the LFM. Four stages or phases of the LFM can then be determined: identification of the problem and solution alternatives, project planning or design, project implementation or monitoring and, finally, project evaluation.

By analyzing the phases or stages of the LFM, using the heuristic principle of analogy, it is possible to establish a correspondence between each of the stages of the LFM for project design and the actions of the professional skill Designing community projects, as shown in Table 1.

Table 1: Stages of the LFM and the analogous actions for the formation of the skill Designing Community Projects

Logical Framework Methodology Stages	Actions of the specific professional skill Designing community projects
Identification of the problem and solution alternatives	Determine the significant elements of intervention
Planning or design of the project	Designing the community project
Project implementation or monitoring	Implementing the community project
Project evaluation	Evaluate the community project

Source: self-elaboration

It is necessary, for the formation and development of a skill, to know its actions and operations, which makes it possible to conceive its essence in terms of the objective set. The actions and operations presented in the case of designing community projects must be taken into account in order to achieve a product or result that implies community transformation.

Its relationship with the LFM gives it the characteristic of being flexible, which implies feedback processes and enables students to be creative and work as a team. At the same time, its logic allows for consistent progress in designing a community project.

In order to determine the actions and operations of the specific professional skill Designing community projects, the LFM is taken as a reference and the analogy established between its stages and the actions of the skill previously stated through modeling is used as a starting point. It is taken

into account that for each action there may be one or more operations and that these, in turn, may also have the role of action. The proposed actions and operations are shown below: (See Table 2).

Tabla 2: Acciones y operaciones de la habilidad profesional específica Diseñar proyectos comunitarios

Actions	Operations
Determine the significant elements of intervention	✓ Analyze the characteristics of the community and its participants: • Characterize the community from a social and demographic point of view. • Diagnose the socio-cultural and physical activity needs of the community. • Determine beneficiaries (direct, indirect, neutral/excluded and disadvantaged/opponents). ✓ Analyze the problems: • Elaborate the problem tree: • Identify the existing problems. • Determine which of the identified problems is the one that occupies a central place, so that most of the information gathered can be organized around it. • Determine the causes of the problem. • Establish the effects caused by the central problem. • Determine the causal relationships • Create a causal relationship diagram. ✓ Analyze the objectives: • Elaborate the objectives tree • Convert the identified problems that are possible into objectives. • Determine the additional means that are considered important to ensure the intervention logic. • Check the means-ends relationship.

	• Draw a tree that will be the positive inverse of the problem tree. ✓ Analyze alternatives and/or strategies • Assess the most appropriate alternatives and/or strategies taking into account available resources, estimated time, priorities, risks, objectives, effects, beneficiaries and feasibility: • Identify the means-ends relationships within the tree of objectives of greatest interest to act upon. • Compare the alternatives and/or strategies based on criteria of coincidence with those previously stated. • Select the most appropriate alternative and/or strategies. • Specify the general and specific objectives of the project to be designed.
Designing the community project	✓ Determine the vertical logic: • Establish the general and specific objective. • Determine the possible results. • Plan the activities that respond to the fulfillment of the objectives, taking into account resources and cost. • Determine the horizontal logic: • Establish the intervention logic. • To conceive the objectively verifiable indicators. • Determine the sources of verification. • Establish assumptions/hypotheses/external factors. • Prepare the project document
Implementing the community project	✓ Implement the activities planned in the community project. • Socialize the final project document to those involved.

	• Disseminate the activities to be carried out in the community. • Monitor the execution of activities.
Evaluate the community project	✓ Define the type of evaluation to be carried out [before (design evaluation), during (process evaluation) or after (final or impact evaluation)]. ✓ Determine the evaluation tools to be applied. ✓ Prepare the evaluation report. ✓ Assess the possible transferability of the conceived project to other environments or communities..

Source: self-elaboration

Conclusions

Among the specific professional skills most frequently addressed in the training process of the Physical Culture graduate are directing and planning; however, there are other specific professional skills that still show insufficient treatment from the research for the sake of their training, which limits the graduate to adequately fulfill his or her community social role, as is the case of the specific professional skill Designing community projects.

Through the heuristic principle of analogy, taking LFM as a fundamental theoretical reference, it was possible to identify the actions and operations of the specific professional skill Designing community projects, which will serve to conceive an adequate training of this skill through the curriculum of the Bachelor's Degree in Physical Culture.

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