

Improvement of the Physical Education teacher of the higher level for the prevention of porter drugs

Abstract

In this work the main ideas of the authors on the permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through the game were synthesized. It was based on a diagnosis of the knowledge of the subject that confirmed insufficiencies of the overcoming process, the limited, empirical and unsystematic treatment of the subject was verified, in the bibliography and consulted investigations. Its objective was: to propose a model of permanent improvement for the Physical Education teacher of Higher Education for the prevention of porter drugs through the game. Postgraduate education was assumed from the perspective of permanent training, various theoretical, empirical and statistical methods and/or mathematical processing were applied. The development of the stages corresponding to the diagnosis, implementation and evaluation of the model through various forms of proposed overcoming are shown as a way of solving the indicated problem, considering the participation of teachers to identify the potentialities of the application of the model in the specific conditions of the specialty under study. The model, according to the experts, is evaluated as relevant.

Keywords: improvement, prevention, porter drugs, game, Physical Education.

Introduction

The university of the 21st century must face challenges that are demanded by the profound transformations imposed by the knowledge society; in which the professional role of the teacher acquires a greater connotation as driving agents of cultural development from providing multiple solution options to socio-professional problems that are urgently needed at each moment. Higher Education in its system conception acquires great significance in contemporary times, therefore, it shows essential transformations, as a synthesis of the existing relationship between university-society, in this sense, to maintain high levels in the professionalization of human resources, it is required promote the process of permanent professional improvement in the multiplicity of contexts where university students work.

The improvement of human resources, for their work performance has been a policy of the Cuban Revolution. Since the First Congress of the Communist Party of Cuba, it was established as a premise to prepare, improve and train workers and cadres with the necessary qualification to assume the responsibilities that economic, social and scientific-technical development demands. In this regard, it is about training a teacher with a broad profile, whose modes of action are in correspondence with the characteristics and development of the society in which he works. Related studies provide valuable

experiences on the subject of improvement from different angles of research are: Bernaza (2018); Castro, et al. (2020); Suárez, et al. (2021); López and Rojas (2021) all require the following ideas:

- The teacher is required to become a transforming agent of the educational reality, of their contexts of action and the support and inter-influences of their experience.
- A teacher who acquires knowledge, new skills, with the ability to transfer pedagogical and didactic skills to situations typical of other subjects, which have a certain specificity for which the improvement received does not qualify them.

Emphasis is placed on renewal, resizing and knowledge where you learn to identify new problems in the profession, its practice, the exchange of best practices and experiences, you learn to learn and undertake with a high degree of autonomy and creativity, process in which experience and experience occupies an essential place.

In the opinion of the authors, the conception implies an update of the contents, study programs and adequate use of technology for educational purposes, an improvement in the quality of teaching from the increase in permanent improvement. In this sense, the need to produce changes in whose essence are the transformations of the roles of the protagonists, in the learning object, in the levels of learning interaction, in knowledge, in curricular design, orientation of the process is considered. educational teacher and evaluation. (Bernasse, 2018)

This research recognizes that the teaching of Physical Education is a potential within the university context for preventive work, as it is a pedagogical process aimed at maximizing the physical performance capacity of future professionals, making them more resistant and healthy, with a high development of their physical and mental qualities, with a great productive and competitive disposition in service of the development and defense of society. Associated with the above, this discipline in university education enables the development of gaming activity in its fundamental settings (class, sports for all and physical recreation, specifically extension work).

In Physical Education through the game, various motor actions are combined, if it starts from a reason close to reality, students have a great horizon to display creativity, motor skills and of various types, to develop socialization among others reasons. Games enable the development of educational values, encourage respect for rules, overcoming difficulties, the ideal way to acquire bodily skills, without forgetting their high motivational capacity. For all this, games are useful activities to get to know those who play and propose actions, in the case of education, that exceed new curricular objectives.

In the same way, actions aimed at preventing the use of porter drugs should be related as a preventive activity at this educational level. According to Rodríguez and González (2005) at the V International Virtual Congress on Education, drugs are classified as legal or porter and illegal, they can also be natural or synthetic and medical or non-medical. In this regard, in his analysis, porter drugs are: cola, tea, coffee, tobacco and alcohol. Therefore, based on the needs that are manifested in Physical Education teachers in the

prevention of porter drugs through play and as a response to the limitations that they have in this sense, this research is carried out.

The present work addresses the permanent improvement of the Physical Education teacher for the use of games in the prevention of porter drugs; the knowledge of these teachers on the subject is diagnosed, noting some insufficiencies: the teacher in his undergraduate studies receives information about the games, their types, demands, but does not consider it suitable for this level of teaching, to this is added that in The study plans take into account work with physical abilities, but work with games is not encouraged to develop these abilities or for a preventive, inclusive and training purpose, it is used only for competitive or entertainment purposes, teachers they use games to motivate in the absence of sports equipment, however, prevention actions are limited to talks on certain topics.

The extra class tasks are only directed to physical exercise for health, without taking into account the training in aspects such as health promotion, quality of life, interpersonal relationships, the formation of values, that is, the game for the sake of the game. same. Within the class, sports are worked on, addressing the technical and tactical fundamentals of each one of them, helping the student to get to know the sport, the class is directed towards merely practical actions, in the sports for all scenarios and extension work, the teacher has few knowledge to manage to plan and execute activities aimed at prevention, on the other hand there are increasing numbers of students who currently show deficient social behaviors and practices harmful to health are considerable.

The teaching of Physical Education, due to its characteristics, constitutes a potential in preventive activity, however, this issue is not taken into consideration, losing the possibility of treating these vulnerable groups. The contradiction is in the aspiration to train the graduate with a general physical culture, physically and mentally prepared, on the other hand, the potential of Physical Education, specifically games, are not taken advantage of; which implies a need to address improvement in this aspect.

To solve this problem, the following objective was formulated: to propose a model of permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through play.

The research has a territorial scope and is of great importance because it enhances the game activity from Physical Education classes to prevent the use of porter drugs in higher level students.

Materials and methods

From the theoretical level:

Systemic-structural: It was applied for the structuring of the model, the contextualization, the delimitation of the stages and scenarios, the selection of the content in the forms of

improvement, the methodological procedures in each one of them and achieve reflection and production of experiences to reach the desired state.

Analytical-synthetic: it allowed to understand the essence of the identified problem, analyze and process the theory about the foundations of the permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through the game, the determination of the characteristics of overcoming; the analysis of the results of each phase of the pre-experiment; as well as the elaboration of partial and final conclusions.

Inductive-deductive: it allowed the determination of the particularities of the permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through the game; Through deduction, conclusions are reached and the contents of improvement are established.

Modeling: it was used to model the general structure of the thesis and the establishment of relationships between the different aspects that make up the proposed model for the permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs, with the objective of achieve an interpretation of the regularities and properties of the phenomenon through dimensions whose indicators respond to the problem posed

From the empirical level:

Document analysis: it was used to deepen how the normative and legal documents reflect the particularities of permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through play, in the review of the responses to the activities and workshops to verify the transformations operated during the implementation of the proposed model.

Observation: it was carried out in the activities carried out by teachers of the Physical Education department in the fundamental scenarios of Physical Education (classes, sports for all, extension work), before and after applying the pre-experiment to verify drug prevention treatment. goalkeepers through the game.

Interview: it was applied to past and current managers of the Department of Physical Education of the Central University "Marta Abreu" of Las Villas (CULV), to complement the information related to the field of action of the research and take into account criteria and suggestions. On the other hand, it helps to investigate, collect information that helps confirm the results of other methods.

Survey: it allowed obtaining information about the improvement carried out by the teachers, the organizational forms that they consider appropriate according to their particularities, as well as the needs for improvement in the prevention of porter drugs through play.

Pedagogical test: it was applied to the teachers of the Physical Education department that constitute the sample, in the stages of diagnosis and evaluation of the instrumentation and implementation of the model, for the determination of potentialities and needs for permanent improvement.

Pedagogical experiment: in the pre-experiment modality, it made it possible to verify in practice the quantitative and qualitative changes in the permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through play.

Expert criteria: it was applied to assess the model of permanent improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through the game.

Data triangulation: it allowed determining regularities, contrasting the data obtained in the application of different applied instruments and arriving at generalizing conclusions from established dimensions.

From the statistical level:

Percentage analysis: the data obtained in the stages corresponding to the diagnosis were interpreted, as well as for the analysis of all the quantitative information of the investigation and in the evaluation of the effectiveness of the model.

Descriptive statistics: to characterize the behavior of the indicators and illustrate the results achieved in the permanent improvement in the prevention of porter drugs, through the use of games, before and after the implementation of the proposal.

Results and discussion

Research developed by Da Costa, et al. (2017); Tauler LaO, et al (2019); Bernate, J., Bejarano, B., and Cardozo, D (2020); Castro, et al (2020); Suarez et al. (2021); López and Rojas (2021) specify the main shortcomings that arise in the permanent improvement of teachers and define the main problems in terms of decontextualized improvement projects, methods used that do not stimulate learning based on reflection on the problems and the solutions in the school context, proposals that do not stimulate research and creativity, limited articulation of the different forms of improvement, poor systematization of communication skills and uninteresting proposals for teachers.

The Physical Education teacher, given the characteristics of the subject he teaches, has historically become a leader within the pedagogical group, due to his great popularity within the school environment, he is the right teacher to develop an educational task in a unique way that could well contribute to the education system. preventive work; Seek that individuals live with the different environmental and social pressures, but can do so in a

healthy way. For this reason, it is necessary to consider Physical Education as an indispensable space through play, to achieve the prevention of porter drugs, in the current Cuban University.

At present a problem is presented, the university professor faces a scenario with students electronically over stimulated, a marked tendency to participate less and less in physical activities, the current technological and scientific progress is directed more and more to the automation and mechanization of jobs in which a great physical effort is no longer necessary. The use of new technologies and household electronic devices, among others, are proof of this by making it less necessary to perform certain physical work.

In this direction, the passive nature of free time, the use of new technologies, social networks, watching television, using video games, among others, leads to the existence of a double problem: physical inactivity and sedentary lifestyle, both linked to practices harmful to health, thus arise vulnerable groups that can reach the misuse of drugs. Faced with this scenario, universities face the challenge of planning and developing curricula that respond, on the one hand, to promoting specialization and postgraduate studies in Physical Education, Sports and Recreation, on the other; update and innovate the contents of the study plans, thus helping to respond to these generational demands.

At the same time, the educational context and especially Physical Education conditions the game as the ideal means to contribute to promoting health and the prevention of addictions. One of the causes, the pedagogical tradition of many years, the game for competitive purposes, winning or losing, a deep-rooted pedagogical tradition, the predominance of sport or the devaluation of the game. The preponderance of certain ways of approaching Physical Education, make up a veil that prevents or hinders the recognition of the knowledge of the game, of playing, of the playful, as arguments to address or contribute to content such as the prevention of porter drugs from this discipline through the game.

It is necessary to achieve a comprehensive physical educational approach within Physical Education which has a preventive purpose that includes as contents, objectives, learning activities and evaluation activities, not only the development of skills and abilities, but also training activities.

Derived from the analysis of the instruments and methods applied, it can be commented that the pedagogical experiment is carried out accompanied by the interview and the observation of Physical Education activities in the fundamental scenarios (class, sport for all and physical recreation, specifically the extension work) is triangulated information and get results. The pre-experiment with a pre-test and the post-test analyzing the teacher from the cognitive, procedural and attitudinal point of view.

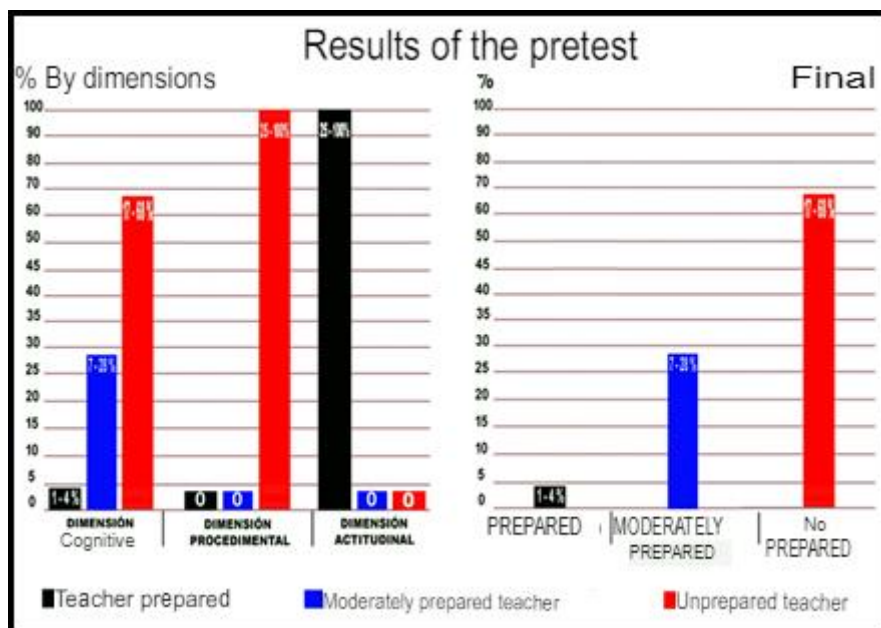


Figure 1. Results of the pretest.

The information obtained is triangulated and provides the following regularities:

1. The teachers are committed to the Cuban educational policy, they show willingness and interest in improving themselves to strengthen the role of Physical Education to promote health and prevent drug addiction.
2. Teachers have little knowledge about the role of Physical Education to promote health and prevent addiction to drugs.
3. Generally the organization and direction of the pedagogical process lacks the conception of formative activities where the overcoming in the prevention of porteral drugs through the game is achieved.
4. Teachers have little knowledge to achieve the prevention of porter drugs in the fundamental scenarios of Physical Education.
5. Teachers have knowledge about the concept of drugs, although they confuse legal drugs with illegal drugs with an emphasis on caretakers; poor skills to plan and execute prevention activities through play in the fundamental scenarios of Physical Education.

After analyzing the results of the data and expressing the regularities, it is pertinent to determine the following needs:

- A process that favors the improvement of the teacher from the knowledge, procedures and attitudes to give treatment to the prevention of porter drugs through the game, with an interdisciplinary character where different areas of knowledge are related to achieve learning.
- The elaboration of a model that contributes to the professional improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through the game and guarantees its treatment from the pedagogical process.

Faced with these needs, the majority criterion that underlies the literature is kept in mind, they agree in exposing the model, a simplified representation of reality, an interpretive

scheme, it fulfills a purpose in the scientific field and is not definitive. During the investigative process, the definition provided by De Armas et al. (2003), which states: it is a general construction aimed at representing the functioning of an object from a theoretical understanding different from the existing ones. This definition fits the object of study of this research. (Rodríguez, 2014; Fernández and Calderón, 2016; Aguiar and Rodríguez, 2020).

The proposed model presents a field in development that requires the professional improvement of the Physical Education teacher with a social, motivational and attitudinal approach that meets their professional context. It contributes to the development of abilities of the teacher of this discipline to conceive in the pedagogical process the prevention of porter drugs through the game, it also modifies the way of conceiving the development of this process by incorporating the prevention of porter drugs through the game, to achieve the professionalization of this teacher in the current context.

The model presented is distinguished by being inserted in others of a higher level of generality. It takes into account the objectives related to health education, specifically those related to prevention that are declared in the Professional Model, to propose an alternative that leads to their fulfillment. That is why, from the functional perspective, it is a representation of the improvement process, emphasizing its articulating axis (the prevention of porter drugs through play), for the formation of both knowledge, experiences, motivations, experiences and qualities. that contribute to the achievement of the desired state; a teacher prepared from his discipline to promote health and prevent addiction to porter drugs.

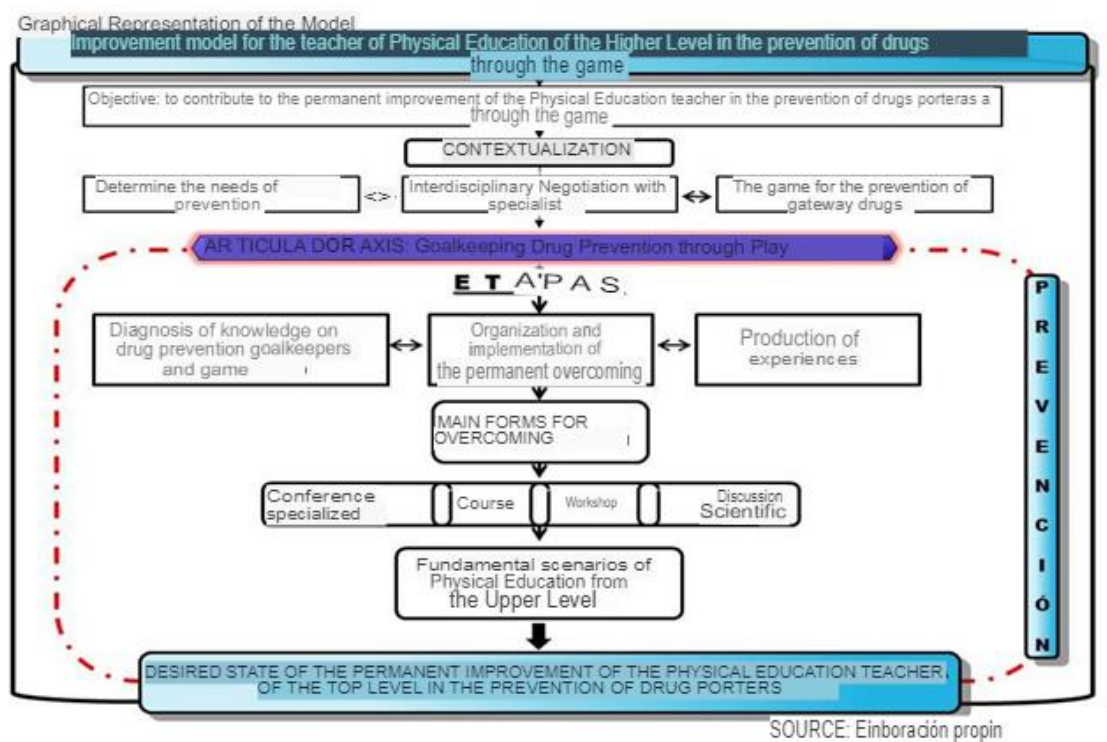


Figure 2. Graphic representation of the model.

The proposed forms of overcoming are applied and the results are verified in the post-test

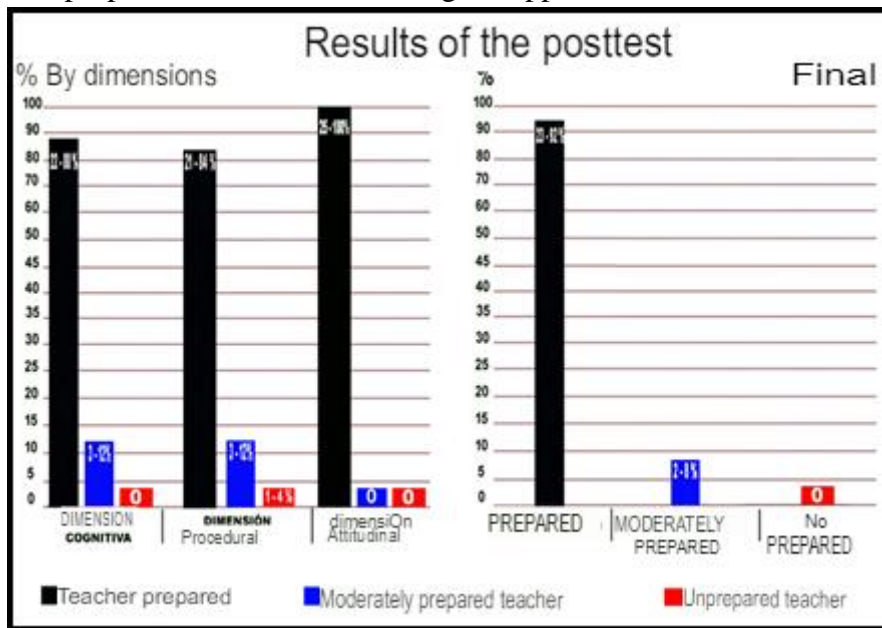


Figure 3. Results of the pretest.

The results are compared.

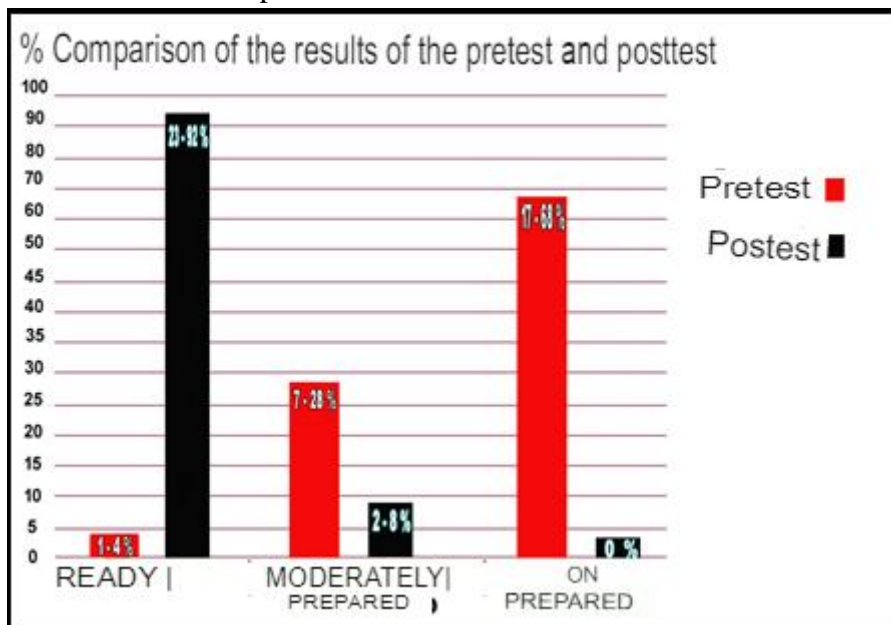


Figure 4. Results of the pretest.

In this sense, and conclusively, it was possible to verify that the implementation of the model contributed to raising the knowledge and skills of the CULV Physical Education teacher to achieve the prevention of porter drugs through play in the fundamental scenarios of Physical Education of the Higher Education, expressed in the comparison of the results of the pretest and the posttest.

The effectiveness of the model is evaluated by expert criteria. The level of competence of the experts is verified by the Kendall Coefficient method. In general, it is verified that

they are competent, after determining the competitiveness categories, 11 remained, which are characterized by: 100% having a scientific category and/or academic title, 5 45.45% of the experts are doctors, 6 54.5% of them are master, 100% have a teaching category, 1 Full Professor, represents 10%; 10 Assistant Professors 90.9%.

The effectiveness of the model evaluated by expert criteria, is considered pertinent and relevant as it only requires personal resources, motivation and commitment of the teachers involved, applicable from their actions, which are clearly explained and adjusted to the referred needs. ; generalizable due to its applicability and feasibility, being potentially extensible given the importance of its application according to the existing deficiencies for the prevention of porter drugs through the game.

Conclusions

Based on the difficulties detected and the diagnosis made, a Model was elaborated for the improvement of the Physical Education teacher of Higher Education in the prevention of porter drugs through the game, it becomes a possibility for the improvement of health and the quality of life of the university community.

The Model proposed at the discretion of the author and the experts consulted is pertinent given the shortcomings of this aspect in university Physical Education, feasible to apply as long as teachers are prepared. Due to its scope, it presents a social significance for the integral formation of the future graduate of the different careers of the Marta Abreu de las Villas University.

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