
MENDIVE



REVISTA DE EDUCACIÓN

Translated from the original in Spanish

Characterization of the training for preschooler educators who direct Physical Education

Caracterización de la capacitación a educadoras de la infancia preescolar que dirigen la Educación Física

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Received: 03/01/2019.

Approved: 02 /07/ 2019.

ABSTRACT

The article deals with the subject related to the training of preschool educators, a context in which they impart almost all areas of the curriculum, including the area of Physical Education, an important part of the integral formation of the child. Its objective is to present the results of the diagnostic study that allows the characterization of the training to preschool educators that directs Physical

Education. For its realization research methods are used for the collection and analysis of information, among which stand out, observation, interview, survey and methodological triangulation. For the development of the diagnosis it is used a sample made up of educators and managers from the children's institutions of Pinar del Río. As a result, a group of strengths and weaknesses was obtained that characterize the current state of the training process for pre-school childhood educators that direct Physical Education, necessary premises for the solutions search to improve this process.

Keywords: educator; training; diagnosis; Physical Education.

RESUMEN

En el artículo se aborda el tema relacionado con la capacitación a educadoras de la infancia preescolar, contexto en el cual imparten todas las áreas del currículo, incluyendo el área de Educación Física, parte importante de la formación integral del niño. Tiene como objetivo presentar los resultados del estudio diagnóstico que permite la caracterización de la capacitación a educadoras de la infancia preescolar que dirigen la Educación Física. Para su realización se emplean métodos de investigación para la recogida y análisis de información, entre los que sobresalen, la observación, la entrevista, la encuesta y la triangulación metodológica. Para el desarrollo del diagnóstico se trabaja con una muestra conformada por educadoras y directivos de las instituciones infantiles de Pinar del Río. Como resultado se obtuvo un grupo de fortalezas y debilidades que caracterizan el estado actual del proceso de capacitación a educadoras de la infancia preescolar que dirigen la Educación Física, premisas necesarias para la búsqueda de soluciones que permitan mejorar dicho proceso.

Palabras clave: educadoras; capacitación; diagnóstico; educación física.

INTRODUCTION

From the consultation of different sources of information referred to the training, it allows to know that it has been part of the socio-historical-cultural context as a creative activity, since the human being evolved fundamentally by the need to survive and develop new qualities.

It is necessary to recognize that training, from its emergence in primitive society and to the present, is enriched; in the same way, it is observed how, over time, scholars of «human resources» not only care about the results of this training but also take care to reflect and contribute to the increase in the theoretical conceptions that support it, as it is verified through the following authors, that allow to assume a position about the term, as it is used in this investigation.

In order to confirm the need to promote the process of training educators in preschool children, on the direction of the area of Physical Education, as part of the educational process, the contributions of Añorga, & Miranda, (1996) are assumed as a valuable theoretical reference), about which the training is proposed «as a learning trip where the ticket says: Learn to teach to learn better and easier» (p.96).

From this perspective, training involves providing educators with tools to learn to develop their learning potential to achieve their autonomy, independence, critical judgment and a great sense of reflection.

The training has also been addressed by different authors: Piñón, (2001); Añorga, Valcárcel, Robau, Magaz, Caballero, Del Toro, et al. (2000); Naughty, (2001); Torres, (2004); González, (2005); Vento, (2010); Gato, (2012), Infante & Breijo, (2017), Díaz, E., López, M., & Bermúdez, B., (2015), Burguet, N., Valcárcel, N., & Burguet, I. (2017) and Zayas, (2019), among others.

Among the distinctive elements of these authors on the training, the considerations of Añorga, Valcárcel, Robau, Magaz, Caballero, Del Toro, et al. (2000), which define it as «process of study activities and permanent work, stand out, systematic and planned, which is based on real and prospective needs of an entity, group or individual and oriented towards a change in the knowledge, skills and attitudes of the trainee, enabling its integral development» (p.44). In the field of Primary childhood, highlights the work done by Travieso, (2001), which defends the idea that training should be seen as a «process of study activity and permanent, systematic and planned work, oriented towards a change in knowledge, skills in the activity he performs and attitudes of the trainee » (p. 45). Torres, (2004), conceives it as a lifelong education process throughout life.

Another important aspect in this research is the integration through training that for Valcárcel, (2004), are the activities whose main objective is «to increase the level of knowledge, skills and values, a specific technical knowledge that increases capital reserves human intellectual and / or its capacity for more effective use in favor of comprehensive results or benefits» (p.6). Idea reaffirmed by González, (2005), assuming training as a permanent, reflective and conscious process of the teacher, to achieve continuous updating and integration of

knowledge. Criteria that are assumed in this investigation.

From the consultation of RM 29/06, in its Chapter 2 Article 6, eight fundamental principles of training are collected, which are briefly presented: (1) planned, continuous, permanent, flexible and dynamic process; (2) the direct boss of the worker is the maximum responsible for his training; (3) it is an investment and not a cost; (4) should be developed in an environment conducive to learning; (5) provides workers with knowledge and skills in the short term; (6) includes all workers; (7) close relationship between theory and practice and (8) derive from diagnosis. (MES, 2006)

Added to the above are the research results of Blanco, (2008), who proposes training as a process of learning «human resources» aimed at improving work performance.

It is also worth mentioning, the idea of Gato, (2012), referring to the fact that training is a permanent, systemic and planned training process, based on the updating and / or deepening of pedagogical, didactic and technical contents.

Another criterion similar to the previous ones is that referred by (García, cited in Infante and Breijo, (2017)), that training is the teaching-learning process in the study and work activity, permanent, systemic, planned and comprehensive for the author of this work, these training criteria, indicated by the different authors, are considered valid.

In this investigation, what is expressed by Infante and Breijo (2017) about training is assumed:

It guarantees professionals the solution of professional problems and continuing education throughout their lives, so their contributions are not only immediately, but they continue over time and, therefore, help to consolidate professional and personal of the individual in the labor entity, but, in addition, this process guarantees, at present, the formative learning and the personal growth of the referred professionals, at the same time that it becomes a source of well-being. (p.57)

The studies developed by the different authors around the term training, allow appreciating keywords that determine the position with which this process is assumed, while its character of continuity, updating and improvement is perceived. They define the training to develop knowledge, skills, attitudes and competencies, which must solve current and future problems, to be designed based on the diagnosis of needs and conceived as a process of continuous learning, in correspondence with the evolution and increase of social demands.

What has been said so far highlights the importance of participation in the training of all professionals, once they are inserted into their working life, and especially for early childhood educators who have the social responsibility of educating children fully, highlighting the role of training educators from the workplace, in particular for improving the direction of the area of Physical Education in preschool children, for the impact that it has on society, having responsibility for comprehensive training of children.

The purpose of this article is to reveal the results of the diagnostic study that allows the characterization of training for preschool childhood educators in the municipality of Pinar del Río, as an unavoidable step to approach the

proposed solution to a scientific problem that deals with to improve the professional and human performance of educators as one of the ways to improve the direction of the area of Physical Education in preschool children.

MATERIALS AND METHODS

The study consists of carrying out the diagnosis to the development of the training process for preschool children educators for the improvement of the direction of the Physical Education area.

With the objective of guaranteeing the quality required in the diagnostic process, the variable for research is assumed, the training of educators for the direction of the Physical Education area, defined by the authors as: permanent, integral, conscious and planned learning process to be carried out by pre-school childhood educators, to guarantee the articulation of knowledge in the cognitive, procedural and attitudinal order, interdisciplinary, depending on the direction of the educational process from Physical Education to achieve the integral development of the child, that contributes to the professional and human improvement of the referred professionals, as well as the responsibility and commitment to their permanent and continuous training.

From the operational definition elaborated, the operationalization process of the variable under investigation is carried out; this allows determining the dimensions and indicators to facilitate its measurement process. Three dimensions

are declared: cognitive, procedural and attitudinal.

I dimension definition. Cognitive

It is understood as the level of knowledge that educators have about the theoretical aspects related to the direction of the educational process from Physical Education in preschool children. Respond to what educators should master for the improvement of professional performance (what should they know?)

Definition of dimension II. Procedural

It is understood as the level of selection and use for work with basic motor contents, attention to individual differences, the development of sporting manifestations of age, the stimulation of the development of cognitive, motor, affective and attitudinal processes and the socialization in the programmed activities, which allows them to improve the professional performance on the development of the educational process from Physical Education in preschool children (How to do?)

Definition of dimension III. Attitudinal

It is understood as the level of disposition (refers to the affective and cognitive components) and acting (represents the behavioral manifestation of the attitude), with which the educators face the direction of the educational process from Physical Education, in preschool children (How to behave?)

Next, a table appears where the study variable is related to the respective dimensions and indicators. (See Table 1)

Variable	Dimensions	Indicators
Training for educators for the direction of the area of Physical Education	Cognitive	Level of knowledge about motor skills and Physical Education. Level of knowledge about the scheduled activity of Physical Education in preschool children, since its structuring and dosing. Level of knowledge about the diagnosis of the child's motor development. Level of knowledge about the components of Physical Education. Level of knowledge they have for the attention to biological, psychological and motor characteristics in preschool children. Level of knowledge about the importance of motor competence.
	Procedural	Level of treatment for sporting manifestations of age. Level of utilization of skills and abilities. Level of treatment for flexibility activities. Systematic level with which you plan, execute and evaluate the scheduled activity of Physical Education in preschool children. Systematic level of training activities, related to the contents of Physical Education in preschool children. Level of treatment of the attention of individual differences.

	<p>Attitudinal</p> <p>Level of willingness to develop the educational process, from Physical Education.</p> <p>Level of action in the development of the educational process, from Physical Education.</p> <p>Level of commitment and responsibility that shows in their performance with the area of Physical Education.</p> <p>Level of satisfaction for the improvement and / or training they have received in the area of Physical Education.</p>
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The procedure to evaluate the achievement of the indicators, the dimensions and the variable, is expressed in the qualitative ranges of High (A), Medium (M) and Low (B). For a better understanding of the ranges, the author establishes a quantitative conversion by index, included in values between 0 and 1, that facilitates the mathematical - statistical processing and its qualitative assessment.

The agreement is established between the quantitative and the qualitative, framed in the following ranges: for the qualitative assessment of High (A), the index must meet a range between $0.66 < I d \leq 1$; for the evaluation of Medium (M), the values must be between $0.33 < I d \leq 0.66$ and for the evaluation of Low (B), the interval must be between $0 \leq I d \leq 0.33$.

In the process of evaluation of the variable, the application of methods and techniques of documentary analysis, the observation to the educational process from Physical Education, surveys to

educators, managers and interviews to educators are used. The methodological triangulation technique is also applied, to determine coincidences and discrepancies in the results obtained by the application of the different empirical methods used, as well as the indicators with greater or lesser effects.

The selection of the sample is made from the random stratified probabilistic sampling of the probabilistic and stratified sampling, for which they are selected, of the 19 children's circles and preschool classrooms of the Pinar del Río municipality, 32 educators working in the third year of life, from considering that the preschool childhood stage begins, in which the educators work the educational process from Physical Education, as a programmed activity and morning gymnastics, for being an important moment in the formation of skills and abilities in children ; In addition, 17 educators are included fourth, 18 fifth and 18 sixth years of life. From a population of

328 educators, a sample of 85 is selected, for 25.91 %.

25 executives are selected from the municipal management structures: directors and deputy directors, for a total of 19 of early childhood, as well as six executives from the municipal and provincial authorities. All these managers must also comply with the conditions of attention to educators, who have experience in the profession of 10 or more years and with knowledge about the educational process from Physical Education, the disposition and commitment to the work they do and to Collaborate with the investigation.

Next, the results obtained appear, in the diagnosis of the current situation of the identified scientific problem, which allow to know the current state in which the training of educators for the improvement of the direction of the Physical Education area is.

RESULTS

Below is a summary of the diagnostic results for each method applied, including the analysis of the final results

Documentary analysis

Four documents of interest are analyzed for the research study carried out, highlighting study plans B, C and D; the program of the Didactic subject of Physical Education; the strategy of scientific-methodological work and training, of the children's institutions and the strategy of overcoming the Department of Preschool Education, of the UPR Hermanos Saíz Montes de Oca, together with the Provincial Directorate of Education in Pinar

del Río. The following regularities are found in the analysis:

In Curriculum B, the Physical Education discipline is conceived as a common discipline and not as part of the disciplines of the career, which are taxed directly to the exercise of the profession.

The conception of curricula C and D respond to a marked theoretical approach, general aspects related to the characteristics of motor development are addressed; a traditional approach prevails and objectives, contents and methodological orientations related to the educational process of Physical Education are not always contemplated, from an interdisciplinary and investigative approach.

Plan C does not have enough time to address aspects related to Physical Education Didactics, aspects related to skills and abilities in general are addressed; In addition, there are themes aimed at the characteristics of motor development and achievements for years of life.

Elements that indicate that diversity and level of integration of the contents in group interaction, related to the labor and sociocultural context in which they are developed are not appreciated.

The transition from the traditional approach to the integral in the C and D plans begins; nevertheless, the limitations in the treatment of the contents associated to the educational process are evident, from the Physical Education.

In the conception of the strategy of scientific-methodological work and training of children's institutions, the contents related to the didactic - methodological aspects that support the

educational process from Physical Education and the skills to proceed in the process have not been treated in depth practice. This allows us to verify that, at this stage, the management structures of these centers have not taken these objectives into account. It is appreciated that elements related to skills and abilities have been worked on in a general sense and, in addition, themes directed to the characteristics of motor development and achievements for years of life.

In the analysis of methodological work plans, the insufficient establishment of methodological work forms in interaction with training and research programs is corroborated. In the strategy, it can be corroborated that the treatment given to the educational process from Physical Education with an interdisciplinary approach is insufficient, even when the degree of priority and incidence that it has on the motor development of the child and in the preparation for the entrance to the school. In the individual development plans, a projection towards the methodological didactic aspects and towards the abilities to proceed in the physical education educational practice, nor its concretion in specific actions in the context of the program, is not clearly reflected.

The analysis carried out by the author, allows us to consider that the training of educators, in the overcoming strategies of the Preschool Education department of the UPR Hermanos Saíz Montes de Oca, together with the Provincial and Municipal Directorates of Education in Pinar del Río, does not constitute a priority the contents related to the theoretical and methodological aspects that support the educational process from Physical Education, from the 2009/2010 academic year to the 2015/2016 academic year are a priority. This analysis also allows us to state that at this stage, the Preschool

Education Department of the Provincial Directorate of Education and the management structures of schools and children's institutions, have not taken into account objectives and contents that allow to offer the theoretical and methodological treatment that support the educational process, from Physical Education.

The above is corroborated by the insufficient use of training actions, as well as individual training actions; the use of specialized literature as a form of training, in order to raise the level of preparation of educators working with preschool children, on the development of the educational process from Physical Education. There is no evidence of the existence of a permanent training program and developer to design strategies that allow this educational process to be treated in a creative way, to achieve the practical transformation of the educational reality.

Another method used is the **observation** of the programmed Physical Education activity, with the objective of collecting information on the development of the educational process from Physical Education, in preschool children. There are 32 scheduled activities, distributed as follows: 11 in the third year of life, 8 in the fourth year of life, 8 in the fifth year of life and five in the sixth year of life, for 45.71 %.

The analysis of the scheduled activities observed, based on the aspects of the observation guide, allows the **cognitive** dimension, related to the level of knowledge that educators have on theoretical aspects, to develop the educational process from Physical Education in preschool children; the indicators 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6, are assessed at a low level; the most affected are 1.4, related to the level of knowledge about the components of the Physical Education

educational process, with an index of 0.20 and 1.6, referring to the level of knowledge about the importance of motor competence, with an index of 0.20.

In the **procedural** dimension, related to the performance on the development of the educational process, from Physical Education in preschool children, indicators 2.1, 2.2 and 2.6 are evaluated at a medium level close to the limits of the low level evaluation with a index between 0.35 and 0.38, while indicators 2.3 and 2.4 are evaluated at a low level, the indicator most affected is 2.3 referring to the treatment of flexibility activities with an index of 0.20. In

the **attitudinal** dimension indicators 3.1 are evaluated, 3.2, 3.3 and 3.4 at a low level, the most affected indicator is the 3.3 level of commitment and responsibility that shows in its performance with the area of Physical Education with an index of 0.23. The attitudinal dimension in the method of observation to the programmed activity indicators are evaluated at a medium level with an index of 0.20.

The evaluation of the indicators of this method evidences the low training of the educators, which limits the direction of the Physical Education area and its lack of integrality, when used in some areas of development, the Physical Education area being little treated. As the most significant element in observing the programmed activities, the third year educators are the ones who present the greatest difficulties in their direction. It is evident that the result of the variable in this method is valued at a low level, with an index of 0.33.

The method of **survey** of educators is applied, with the objective of verifying the state of opinion about the work they do in relation to the educational process, from Physical Education in preschool children.

From the application of this method, the results in the **cognitive dimension** are the following:

Indicators 1.1 and 1.4 are evaluated at a medium level and indicators 1.2, 1.3, 1.5 and 1.6 are evaluated at a low level; the most affected indicator is 1.5, related to the level of knowledge they have for the attention to biological, psychological and motor characteristics in preschool children, with an index of 0.24. In relation to the **procedural dimension**, indicators 2.3, 2.4 and 2.6 are evaluated at a medium level, although indicators 2.4 and 2.6 are close to the limits of the low level evaluation, with an index between 0.36 and 0.38, at a level low, indicators 2.1, 2.2 and 2.5 are evaluated; The most affected indicator is 2.5, related to the systematic training activities, referring to the contents of Physical Education in preschool children, with an index of 0.25. In relation to the **attitudinal dimension** in the educator survey, the results behave as follows:

Indicators 3.1, 3.2, 3.3 and 3.4 are evaluated at a medium level, although indicators 3.2, 3.3 and 3.4 are close to the limits of the low level evaluation, with an index of 0.35. In the attitudinal dimension, the indicators in the educator survey method are evaluated at a medium level, with an index of 0.60.

In the results of the survey of educators, it can be stated that it presents difficulties related to the process of diagnosis of the motor development of children in childhood, because the educators do not take into account that Physical Education has to be a very well differentiated process in each child and is built in the socio-historical context in which the child develops, which confirms that the educators are not sufficiently prepared to meet the characteristics of the development of these ages, for the

direction of the educational process from Physical Education, with quality.

The educators do not conceive the educational process from the Physical Education, as a unit, as a whole, where the parts are integrally articulated, it is undervalued that the results of this process are specified in the contribution to the integral formation of children, so that the orientation towards a meaningful and constructive learning process is poor.

The educators do not adjust the ability of children to move to different situations to learn to make decisions, based on the knowledge of their own limitations and possibilities in each situation, which limits the treatment to the sporting manifestations of age; from Physical Education in preschool children. There is recognition by the educators that they lack constant updating regarding the theoretical and methodological elements that underpin the educational process, from Physical Education.

With the purpose of verifying the state of opinion of the directors about the work in the educational process from the Physical Education, carried out by the preschool educators, a **survey** was prepared

From the application of this method, the results in the **cognitive dimension** are the following:

Indicators 1.1, 1.2, 1.4, 1.5 and 1.6 are evaluated at a low level; Indicator 1.3 is evaluated at a medium level, with an index of 0.36, close to the limits of the low level evaluation. The most affected indicator is 1.2, which refers to the level of knowledge about the scheduled Physical Education activity in preschool children, from its structuring and dosage, with an index of 0.26. In relation to the **procedural dimension**, indicators 2.3, 2.4, 2.5 and

2.6 are evaluated at a medium level, close to the limits of the low level evaluation; there is indicator 2.5, with an index of 0.34, while indicators 2.1 and 2.2 are evaluated at a low level. The most affected indicator is 2.1, referring to the treatment of sporting manifestations of age, with an index of 0.26. In relation to the **attitudinal dimension** in the managerial survey, the results behave as follows:

Indicators 3.1 and 3.4 are evaluated at a low level and 3.2 and 3.3 are evaluated at a medium level, very close to the limits of the low level evaluation, with an index of 0.36. In the **attitudinal** dimension, the indicators in the educator survey method are evaluated at a medium level, with an index of 0.40.

This allows inferring that the results of the evaluation of the indicators of the dimensions show that the managers at different levels are aware that the educators are not sufficiently prepared to assume their actions, in the direction of the Physical Education area, as part of the educational process in preschool children.

Another method used in this research is the **interview** with educators. The application of this method in the **cognitive dimension**, leads to the following results:

Indicators 1.1 and 1.4 are evaluated at a medium level, were evaluated at a level below indicators 1.3, 1.5 and 1.6; the most affected indicator is 1.6, referring to the educators' knowledge about the development of motor competence, with an index of 0.20. In relation to the **procedural dimension**, indicators 2.3 and 2.5 are evaluated at a medium level, close to the limits of the low level evaluation, with indices of 0.35 and 0.36. At a low level is 2.1, 2.2, 2.4 and

2.6; the most affected indicator is 2.2, referring to the development of skills and abilities and 2.6, related to the treatment of individual differences by educators. In relation to the **attitudinal dimension** in the interview with educators, the results behave as follows:

Indicators 3.1, 3.2, 3.3 and 3.4 are evaluated at a medium level and indicators 3.1 and 3.4 are evaluated close to the limits of the low level evaluation, with an index of 0.35.

This allows us to infer that the educators who develop the direction of the educational process from Physical Education in preschool children, present difficulties in theoretical methodological and attitudinal knowledge to face this process with quality; knowledge is limited to work on basic motor skills and coordination skills; in their responses an integrated work of these contents is not appreciated, nor do they recognize the instructional-educational multipotency of the exercises and do not take into account the use of productive methods, procedures and organizational forms.

Once the results of the methods, techniques and instruments applied in the verification of the problem have been analyzed, the methodological triangulation is carried out to integrate the results, in order to find possible coincidences and discrepancies that make it possible to reach more finished conclusions of the process of diagnosis. It can be affirmed that the **cognitive** dimension is evaluated at a low level, with an index of 0.27, which shows inadequacies in the knowledge that the educators have about the theoretical aspects, related to the direction of the educational process from the Physical Education in childhood preschool

In this, it is revealed that indicators 1.2, 1.3, 1.4, 1.5 and 1.6 are evaluated at a low level and indicator 1.1 is evaluated at a medium level, with an index of 0.35, but with negative influence, at the author's discretion, It shows that although there is progress, it is close to the limits of the evaluation of the low level.

These results allow to infer that the low values of the indicators that measure the cognitive dimension, are derived from the little treatment that is given to the contents of the Physical Education area in the training of the educators, which limits the appropriation of the theoretical contents and methodological on the direction of this area.

The limitations in the educators, in relation to this dimension, are evidenced in the integral development of the child and in the integrality of the educational development process in the educational practice.

The **procedural dimension** is evaluated at a low level, with an index of 0.33, which shows inadequacies in the professional performance of educators on the direction of the area of Physical Education, as part of the educational process in preschool children (how do?)

In this, it is revealed that indicators 2.1, 2.2, 2.4, 2.5 and 2.6 are evaluated at a low level, while indicators 2.3 and 2.4 are evaluated at a medium level, with indices of 0.34 and 0.35 respectively, close to the limits of Low level evaluation.

These results allow inferring that the low values of the indicators that measure the procedural dimension are derived from the little treatment that is given to the training on issues related to the child's motivations towards the sporting manifestations of the age, towards the work with the skills and

abilities, as well as towards attention to individual differences.

The limitations in the educators, in relation to this dimension, are evidenced in the recognition of the methodological and didactic contents and their relation in the performance, in the direction of the area of Physical Education.

The **attitudinal dimension** is evaluated at a medium level, with an index of 0.40, which shows an advance in some educators with an adequate level of performance, commitment and responsibility in their performance with the area of Physical Education, but still missing the willingness to develop the educational process from Physical Education, with quality.

This reveals that indicators 3.1 and 3.4 are evaluated at low level indicators 3.2 and 3.3, which are evaluated at a medium level close to the limits of the evaluation of the low level, with indices of 0.35 and 0.36. These results allow us to infer that the low values of the indicators that measure the attitudinal dimension are derived from the low satisfaction of the improvement and / or training they have received in the area of Physical Education.

The **variable** training to educators for the direction of the area of Physical Education, in preschool children, is evaluated at the low level, with an index of 0.33; and significantly influences the difficulties of educators in the direction of the area of Physical Education, as part of the educational process in preschool children, which limits the child's integral development.

Match points

About the educators:

- As regularity, they present inadequacies in the order of the theoretical and methodological contents that limit the direction of the Physical Education area, which prevents them from contributing to the integral development of the child, as well as achieving the integrality of the educational development process in the educational practice.
- The knowledge of the area of Physical Education is limited since its didactic treatment and that not all educators have an explicit theoretical framework.
- Some stand out with an adequate level of professional performance and willingness to face the direction of the area of Physical Education.

About the training:

- It is aimed at achieving the knowledge required by the job they perform, according to their functions.

About training from the area of Physical Education, in preschool children:

- It is understood the need for a responsible attitude on the area of Physical Education by managers and the different socializing agencies responsible for training, as well as the impact and contribution they can make to the integral education of educators in children's institutions and Other educational agents.
- The importance of the development of the Physical Education area is

considered as part of the educational process in preschool children and the role it plays in the integral development of the child.

- The ignorance of the contents related to the theoretical and methodological aspects to integrate the areas from the Physical Education, directed by the educators, stands out.

Discrepancies:

- Regarding the knowledge about the treatment of flexibility activities by educators, present in the results obtained in the observation (indicator 2.3), which contrasts with the information emanated from the survey of managers (question 8).
- Regarding the knowledge about motor skills and Physical Education that the educators possess, it is evidenced in the results of the survey (indicator 1.1), which differs from the information obtained in the interview with the educators (question 1).
- In the provision of responsibility and satisfaction for the training of educators on the direction of the educational process from Physical Education, in preschool children, in questions 15 and 16 of the survey of managers and the criteria of the survey of educators, despite that the importance of the subject is recognized, they are not aware of the importance of increasing their performance, training actions that propose how to direct the educational process in the area of Physical Education.

The above-mentioned discrepancies do not diverge from the veracity of the data thrown by the applied techniques, so the researcher considers that it is not

necessary to apply another complementary technique for the analysis of these. Although there is appreciation for the need to train educators in the direction of the area of Physical Education, in practice no actions have been implemented in that direction, which affects the integral fulfillment of the labor responsibilities of these.

Finally, when carrying out the methodological triangulation of the different instruments applied, it can be concluded that in general there are coincidences in the results achieved in these. From the application of the functional structural systemic method, when considering the results of the methodological triangulation performed, it is verified that the dimension with the greatest impact is **cognitive**, with an index of 0.27, which includes most of the indicators derived from is.

Inventory of identified limitations:

- Low training of educators in the direction of the area of Physical Education.
- The individuality of the training actions of educators decreases.

The use of specialized literature as a form of training.

- Training actions for the improvement of the direction of the Physical Education area are low, as part of the educational process in preschool children.
- Low integrality in the training actions carried out by the Hermanos Saíz University, in the area of Physical Education.

Inventory of identified strengths:

- It is in the interest of the educational authorities to improve the teaching work, through the implementation of training actions for educators.
- the possibility offered by the children's institution to facilitate the training of educators, based on self-improvement,
- educators willing and committed to their training,
- recognition by educators of their weaknesses, in the exercise of professional functions.

DISCUSSION

The training of educators in children's institutions constitutes one of the essential functions that are taken into account for the improvement of professional and human performance, an action that becomes more important for educators, such as professionals who attend an excessive number of development areas, among which is the address of the Physical Education area. They, in addition to all the responsibilities assumed in children's institutions, have the social function of contributing to the multilateral development of the child.

This exercise demands the establishment of coordinated relationships with all social sectors, educators, the children's institution, the community and the family, depending on the training from a more specialized training, in line with the curricular changes that are already implemented experimentally in early childhood and to contribute to the maximum integral development of educators.

Consequently, it must be part of the policy of children's institutions, attend in a prioritized manner the most specialized training; This challenge promotes a group of changes that must be made in the training of educators, as part of their ongoing and continuous training, as one of the main ways from directed self-improvement, to strengthen their preparation by assuming a new role, such as main protagonists of the physical education area management and with the mission of achieving the integral development of the child.

The results of the diagnosis made in a representative sample, show that the training of educators for the improvement of the direction of the Physical Education area, in the municipality of Pinar del Río, manifests difficulties that undermine the effectiveness of the educational process in children preschool, which have a negative impact on the comprehensive care of children.

In the indicators, through which the study variable was evaluated, there are limitations that demonstrate the lack of training for educators and it is appreciated how they limit the fulfillment of the requirements of the current early childhood model.

Likewise, a group of strengths that distinguish the studied scenario are identified, which must be taken into account in the construction of any new proposal to be elaborated, as an alternative solution to the problem under investigation.

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Zayas, R. (2019) Estrategia de capacitación para el mejoramiento de la Educación Física en la infancia preescolar ISSN: 19962452 RNPS: 2148 Revista de Ciencia y tecnología en la Cultura Física Podium 14 (2): 204-221.



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