



## Dynamic of the Professional Training Process in Physical Culture Graduates in the Cuban Community Context

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### Abstract

This study uncovers the shortcomings of Physical Culture (PC) students in solving professional problems related to didactic-professional integration, thus limiting their effective insertion into the community due to this scientific problem. The objective is to develop a didactic strategy for the professional training process of PC graduates, supported by a model of the dynamic of this process in the community setting. The model obtained yields a professional development logic for these students based on the integration-oriented systematisation of the spheres of action, the aim being to provide psychomotor and social orientation through the community practice of different types of physical activity. The didactic strategy of the professional training process of PC graduates is introduced into teaching practice and reveals the transformations in students' actions with regard to the identification of the community's sociocultural and physical activity needs, the application of different forms of diagnosis, programming, monitoring and evaluation of physical, sports and recreational activity according to conditions (diseases), ages, harmful habits, sociocultural needs; goal-setting, the selection of the content of the physical activity and the adjustment of its load for implementation, aligned with the characteristics and demands of the community setting based on the integration of the applicable laws, principles, didactic categories and spheres of action in their professional practice. A diagnosis of the PC courses was performed by applying empirical research methods and techniques such as observation, document analysis and surveys of teachers and students, and the professional training process of PC graduates as the subject of the research was defined on the basis of this analysis. Based on the foregoing, new scientific contributions are evidently needed if we are to articulate the professional training of students from the pedagogical and technical-methodological standpoint. The epistemological and praxiological grounding of the object and the field renders it possible to configure the orientation of the training of these professionals by promoting the integration of didactic-professional contents to achieve their effective insertion into the community. The practical significance of the outcomes is mirrored in the transformation of the students' action. The result of the research reveals a professional training logic that encourages the integration of the spheres of action into the community context in order to deal with professional problems that require the application of didactic-professional content.

**Keywords:** community context, professional problems, physical activity, sociocultural needs

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