

THE LUDICA FOR THE DEVELOPMENT OF THE THINKING IN THE TEACHING-LEARNING OF THE ATHLETICS

LA LÚDICA PARA EL DESARROLLO DEL PENSAMIENTO EN LA ENSEÑANZA-APRENDIZAJE DEL ATLETISMO

Rolando Castro Marcelo¹ (rcastro@ult.edu.cu)

Edecio Pérez Guerra² (edeciopg@ult.edu.cu)

Luis Iván Carrillo³ (@ult.edu.cu)

ABSTRACT

The research made it possible to develop a total learning in the practice of athletics in physical education classes in the province of Las Tunas, as a preparation for school children for life. For its realization the result of a diagnosis to the professors was taken into account. This revealed that the process was generally hyper-behavioral, in which the development of the students' thinking, technical skills of the sport and physical abilities did not interfere with the expectations of the physical activity of the students, a condition that allowed The formulation of the scientific problem: insufficiency in the education of thought in the teaching-learning process of athletics at an early age, which limits the adequate performance of students in changing situations, for which the objective was to develop didactic procedures for The instruction of logical thinking in the teaching-learning process of athletics in early ages, obtaining as results that the implementation of productive methods and the didactic procedures were comprehensible and feasible, stimulated the active and protagonist participation of each school, on the basis Of the socialization. The methods implemented: synthesis analysis, bibliographic review, observation, and interview.

Key words: athletics, teaching-learning process, didactic procedures, athletics.

RESUMEN

La investigación permitió desarrollar un aprendizaje totalizador en la práctica del atletismo en las clases de educación física en la provincia de Las Tunas, como preparación de los escolares para la vida. Para su realización se tuvo en cuenta el resultado de un diagnóstico a los profesores. Esto reveló que el proceso era generalmente hiper-conductual, en la cual no contribuida al desarrollo del pensamiento de los escolares, como las habilidades técnicas del deporte y las capacidades físicas, sin existir correspondencia con las expectativas de la actividad física, condición que permitió la formulación del problema científico: insuficiencia en la educación del pensamiento en el proceso de enseñanza-aprendizaje del atletismo en edades tempranas, lo que limita el rendimiento adecuado de los escolares en situaciones cambiantes, cuyo objetivo era desarrollar procedimientos didácticos para la enseñanza del pensamiento lógico durante el proceso de enseñanza-aprendizaje del atletismo en edades tempranas, obteniendo como resultados que la implementación de

¹Ph. D. Rolando Castro Marcelo, professor at the University of Las Tunas in the research methodology and athletics

² Ph. D Edecio Pérez Guerra, professor at the University of Las Tunas in the subjects research methodology and training methodology

³ B. Ed. Luis Iván Carrillo³ instructor at the University of Las Tunas

métodos productivos y los procedimientos didácticos eran comprensibles y viables, estimuló la participación activa y protagonista de cada escuela, sobre la base de la socialización. Métodos implementados: análisis de síntesis, revisión bibliográfica, observación y entrevista.

Palabras clave: atletismo, proceso de enseñanza-aprendizaje, procedimientos didácticos, atletismo.

Thinking is above all the reflection in the mind of the human being of the reality that surrounds him, the phenomena and processes of the material and spiritual world, their properties, relationships and nexuses, as a result of that process of reflection, man captures, Reproduces, recreates reality, apprehends it and this is concretized not only in mental images, but in the theoretical conceptual apparatus that derives from it and allows the understanding of reality and the basis for its transformation.

From the earliest philosophers to Plato, contributions are recognized in the approach to thought as process and the discovery of its element of development, it is only with Aristotle that we can speak of a science that studies thinking in a systematic way, with it appears the First systematic exposition of logic. The founder of logic as a science investigated the laws and forms of thinking aimed at favoring a better communication between people, which focused on the development of the capacity for thinking.

The constant production of knowledge in any sphere of action of man, of which the physical activity represented in the sport activity does not escape, so that this aging knowledge has not yet been disclosed in all its dimension, the very dynamics of Production of knowledge gives way to multidisciplinary, interdisciplinary, transdisciplinary tendencies in correspondence with the behavior of reality.

During the initial teaching-learning process of sports, it is necessary to ascertain the technical skills, the level of their current physical development as a potential basis for learning, the physical education teacher of the early ages Taking into account the necessary instruments, in this particular case, those operations, methods that make it possible to consciously apply what they know and dominate in practice for the ascension of the knowledge system, rather than emphasizing that students acquire the technical skills of the specialty executing large volumes Of repetitions that lead to the loss of motivation for the activity.

Teachers who teach at the early ages should direct that the methods used contribute to the development of a school-based thinking, which may employ operations in the acquisition of the technical skills of the sport and the development of physical abilities as Elements of the regulation, taking into account the potential of each practitioner.

Logical demands are elements that, derived from the system of knowledge through formal logic and dialectical logic as sciences, it is necessary that teachers of physical education in early ages have mastery of them as a way of raising quality during The direction of the teaching-learning process of athletics in early ages.

A scholar who makes creative use in the practical sports field of the system of knowledge and sports skills that he possesses, as factual material based on the use of the logical processes of thought, the levels of development of logical thinking that has reached , Allow you to link in a total way the development of logical skills, technical skills of the modality and physical development, access new solutions, determine alternatives to take in the implementation of the

technical pattern in the context of the game, identify when it is committed Insufficiencies, understanding the way forward and the mistakes made by revealing to himself the logic followed.

The paths for the establishment of a logical system of common thinking for all schoolchildren, regardless of their physical potential and aptitude to grasp and execute the technical pattern of the athletics modality that is object of teaching-learning, in which it can express The level of depth assimilated in the class.

It is a necessity that schoolchildren who practice athletics with a propaedeutic intentionality have an understanding of the logic and logic of the contents taught by the teachers, so that their use in each class is unquestionable.

The teaching-learning process of athletics, according to observations and surveys of Physical Education teachers in the early ages of Las Tunas province, does not provide schoolchildren with tools to think, models, instruments that contribute to the development of skills Logic of the thought that favors the acquisition of the practical skills of the athletics attending to the potentialities of each school, reason why the classes are directed in a style hyper-behavioral.

In the words of the different pedagogues (Marcelo, 2014:14), among others, they argue that it is necessary for schoolchildren to "learn to learn" and to continue to do so for the rest of their lives. Based on the previous assumptions, the development of a totalizing teaching-learning process is a challenge.

Taking into account the above, during the teaching-learning process of athletics for beginners who receive athletics at an early age in the province of Las Tunas, it is verified as a problem, Insufficiencies in the education of the thinking of schoolchildren in the process of Teaching-learning of athletics in early ages that limit the appropriate performance to changing situations in their practice.

Therefore, it is proposed as a general objective: elaboration of didactic actions for the education of the thinking of the students during the teaching-learning process of athletics in early ages with a propaedeutic approach.

The game as an educational action is a specifically human activity, inherent in the very development of humanity, therefore it constitutes a way for cultural transmission from one generation to another, it also conditions ingenuity, creativity and affectivity to all activities that are developed with this character. The game preceded the school and was one of the activities that most favored the socialization of man since his own emergence, hence his distinguished influence in the harmonious development of the human being.

According to the previous criteria, the game continues to evolve in correspondence with the tastes, interests and preferences of the individuals, it is thus how the actions related to it, create the conditions indispensable for the quality of the motivation towards the search of solutions within the game and of daily life, hence this activity is considered as content of athletics learning by students in physical education in the early ages.

From the previous perspective, the game for the teaching-learning process of athletics, propitiates the development of spontaneous and conscious movements that contribute to the satisfaction of that way of their needs, interests and preferences in a socialized and developer environment with the Purpose of achieving the desired levels of education and development of the personality of practitioners.

In the activity of the game the methodological, epistemological, axiological and critical elements that support the playful systematization of the motive, humanistic and multifunctional activity are integrated, a conceptual reflection of

the totalizing learning that deals with the integration of theoretical elements and the practice of athletics in Correspondence with the expectations of the physical activity of each practitioner.

The game is part of our reality and human coexistence, however, if it is associated with laws, categories and didactic principles, is at the same time different, because it does not require processes of appropriation that require a high level of abstraction or greater efforts to The fixing of knowledge and skills because such a process usually takes place in a pleasant environment, free of tensions and impositions that break with the rigidity of the way of conceiving the dynamics of the teaching-learning process of athletics, current reducing the possibilities of Practitioner in the dynamics of the processes that make up his personality from the influence of athletics on biological and social factors.

The game in the dynamics of teaching and learning of athletics is one of the most interesting educational actions in the early ages by identifying with their expectations, appropriating the experiences of the activities as something meaningful and enjoyable because they feel ready to To dump their energy and creativity stimulated by the motivating situations of success, to live them and to experience with all the intensity the emotion of the obtained result; Reasons why the pertinence of the game as an effective way to favor the intentional introduction of the components of learning in athletics with a logical thought is considered.

In this sense, (Dbler and H Dobler, 1980:27) consider that (...) "if games are used for the exercise and relaxation of the organism and spirit, for the cure or conservation of the health of the human organism and Their functions, if considered appropriate to establish a much deeper relationship between teacher and students, then contributes to the formation and education of feelings and norms of moral conduct, as well as a conducive space to enter the teaching contents.

These authors are exponents of the use of motor games in different activities for practitioners at an early age, due to the pedagogical and psychological functions that make formative processes accessible, regardless of their particularities and requirements, however such favorable effects depend on the characteristics Of the personality of the teacher and of the didactic tools with which it counts to use them in the process of teaching-learning totalizing of democratic and flexible educational influences, as far as the expectations of the physical activity, as a consequence of the responses to the received stimuli By the students during the development of the athletics classes.

This criterion reinforces the pertinence of the game as a way for the teaching-learning of athletics in early ages, comprised of seven to nine years.

The application of the game by the teacher, in the planning dimensions, execution of the teaching activity, as well as in the diagnosis of the process and the evaluation of the effectiveness of what is taught, constitutes an alternative to guide and stimulate the students to be involved in the complex, dynamic and inexorable demands of the educational actions identified with learning the modalities of athletics.

The results obtained by (Llantada, 2003:35) allowed us to understand and determine why games for didactic purposes contribute to the development of students' creativity in the technical learning of athletics, adding that (...) "constitute a natural process that Allows the scholar to express himself freely,

without inhibitions within a limited time and space, where tension and joy are combined under different emotions and feelings. "

The games in the learning of the students, in the assimilation, consolidation of knowledge, development of technical skills and physical capacities, elevate the motivation towards mastering the technical pattern, taking initiatives and decisions at risk, developing curiosity, Fantasy, the imagination of technical actions and simultaneously, through the varied intensity that arises from the dynamics of games, the development of conditional and coordinating capacities. From the psychological point of view, the introduction of play as a guideline in the teaching-learning process of athletics, influences the development of communication and educational influence by having to comply with certain rules of conduct and social coexistence, constitutes an excellent means that Makes it possible to cultivate the spirit of solidarity, companionship, cooperation, self-esteem, independence, persistence, trust and self-determination, concretized in personality qualities such as self-regulation, stabilization and volitional morality. Is configured in the knowledge-activity unit in a protagonic environment that places the practitioners in a perceptual position, sustained in the concretion of the consciousness-activity principle.

The criteria of (Hand, 1988:57) corroborate the importance of play in the training of practitioners at an early age, the author of express reference: "Games in childhood are like cocoons of a complete future life, because through They develop and reveal the man with all his potential gifts. "That is why, in the teaching-learning of athletics, the use of play, encourages a greater motivation in schoolchildren and the teaching activity becomes more significant and it becomes pleasant what can be difficult to execute, an idea that must be assumed for the programming, execution and evaluation of physical activity directed to the learning of athletics, taking into consideration the biological particularities and expectations of the students.

The game from the social factor evidences a contribution to the formation of the personality of the scholar, accentuating itself in the courtesy, the respect to the others, the honesty, the justice, the modesty, the knowledge to take the victory with humility and the defeat without annoyance; Qualities that strengthen the pertinent character to solve certain problems that arise in the practice of physical activity and in daily life.

In this respect, according to (Watson 2008), it is inferred that play imposes great significance on learning, but only if teachers foster an intentionality that allows practitioners to observe the relationships, meaning, and potential utility of What they do will serve them for skills and life, from stimulating the use of accumulated praxis, translated into an appropriation of culture in the practice of athletics as a basis to build and acquire new knowledge, therefore, has been Verified that the game is an ideal operational tool for the teacher to carry out a contextualized learning in the expectations of physical activity and in the development of schoolchildren's thinking.

In this way, the learning of athletics through games as a way to enter the development of thought, technical elements of the sport and their physical capacities, allows to support the practitioner the need to perform movements in a pleasant and spontaneous environment, but conscious and Intended for a particular purpose. This means that the teaching-learning process of athletics dynamized through play as support, must integrate the cognitive, procedural

and attitudinal dimensions, supported on theoretical bases that foster a contextualized learning in the expectations of the students.

Achieving the goals of the athletics teaching-learning process through play requires working conditions that encourage practitioners to develop a cognitive interest in the development of motor habits that progressively increase their independence as they gain greater independence. Physical and technical development conditioned by their practice. In order to do this, teachers should promote in practitioners the progressive transition from dependence to independence and self-regulation, as well as the development of the capacity to know, to control and to transform their own person and environment, as well as to develop Ability to perform the practice of physical activities related to athletics throughout life.

On the other hand, the game as a primordial element in the teaching-learning of athletics, propitiates the development of spontaneous and conscious movements that contribute to the satisfaction of that way of its needs, interests and preferences in a totalizing environment that allows to approach the Dimensions and fundamental links identified for the purpose of achieving the desired levels of education and development of the personality of schoolchildren.

In the game activity the methodological, epistemological, axiological, critical, humanistic and multifunctional elements are integrated; Is a conceptual reflection of significant learning and development, which addresses the integration of theoretical elements and the unique practice of athletics in correspondence with expectations of physical activity of schoolchildren.

(Castro, 2014), proposes a group of games for the teaching-learning process of athletics with a totalizing approach, among them the following

Name: I am the most complete.

Purpose of the game: Combine the race with other technical elements.

Implements used: Cones, vallitas and pelotas.

Organization of the game. Four teams are formed in rows, in front of each team to three meters are placed four cones to a meter of separation from each other, next four vallitas are placed and at a distance of five meters will be a target to a meter of height.

Development. At the signal of the teacher the first of each row will run with a ball in hand, will run zig zag through the cones, jump the vallitas and throw the balls to the targets placed at the end of the wall, pick up the ball and run until Where he is the first of his team formed, hands the ball in his hand and is placed at the end of the training and so on until everyone has done the activity.

Rules:

The team that finishes the execution of the game wins.

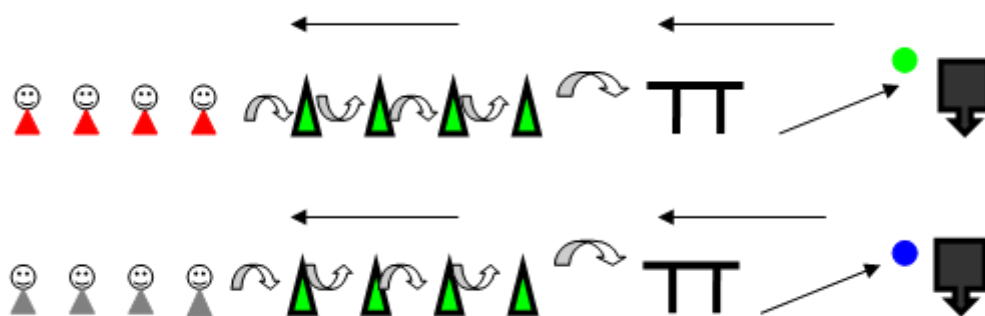
In case of a tie, the fastest team will be selected and the game will be executed.

Variant:

The displacements can be inclined and the exit in three points.

The cones can be changed by plastic pellets and the height can be changed to vallitas.

Graphic:



Name: We are a team.

Objective: To develop the reaction speed and the culture of movements.

Implements used: Vallitas, hoops and balls.

Organization: Two teams are formed in rows, next to them are placed four vallitas separated from each other and at the end at a distance of eight meters is placed on the ground a hoop with a ball.

Development: To the voice of beginning the first of each team they run back of the last one of the formation, they turn it and they jump the vallitas placed, they continue running strong until where is the hoop with the pelotica, they take the ball in the hand realize An imitation of the throw and return running hard to where the first of the team is and slaps the hand to continue with the execution of the game.

Rules:

Win the team that finishes the game in the shortest time possible and with fewer mistakes made in its execution.

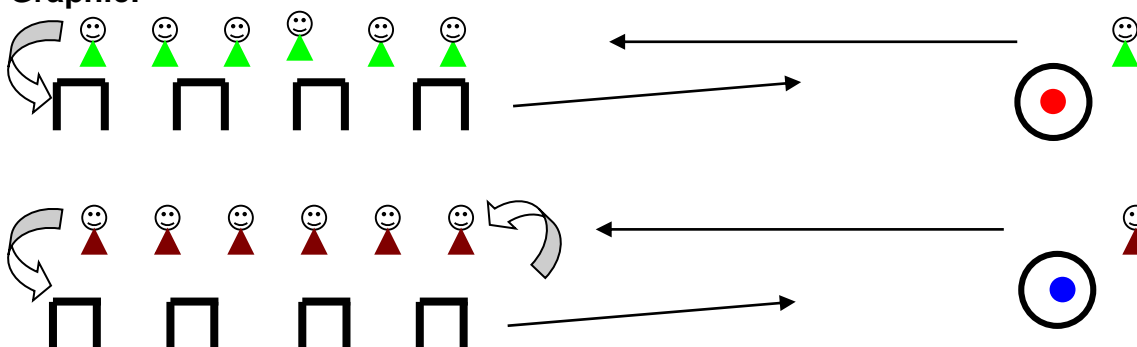
In the event of a tie, at the end of the game, the two fastest players on the team are selected and the game is played for the second time until a winner is left.

Variants:

When executing the imitation of the throws the ball can be thrown to the companion that is in front of its equipment.

The balls can be changed by throwing bullets.

Graphic:



Name: Shooting champion

Objective: To develop reaction speed and coordination of movements.

Implements used: Rings, baskets and balls.

Organization: Four teams are formed in rows, two rows on one side and two on the other side of front, in front of each row will have placed four hoops in the

ground then at a distance of ten meters there will be another hoop with the same amount of balls as Have the team of people and in the center of the four teams there will be a basket to throw the balls of the hoops. Each team will have balls of different colors that will identify it.

Development: To the voice of beginning the first of each team jump the hoops placed in the ground to the front of the formation, run as far as the balls in the other hoop that is in the front and throw the ball to the basket. They return running hard to where the first of the team is, his hand collides to follow the game and is placed at the end of the formation.

Rules:

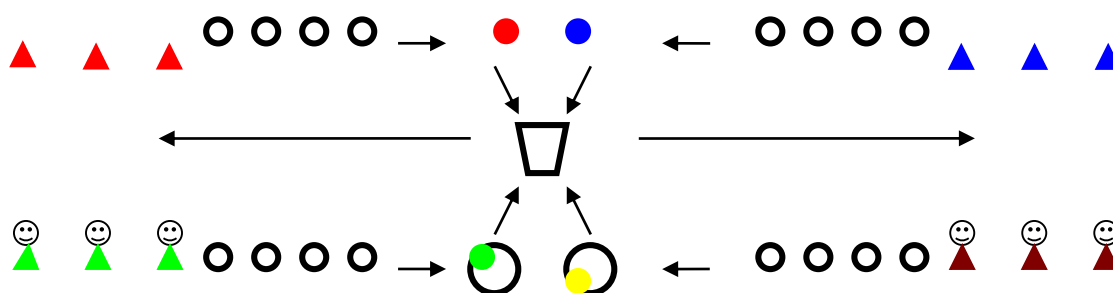
The team that gets the most balls wins the basket at the end of the game.

In case of a tie, the three fastest and most technicians of each team will be chosen and will execute the activity until there is a winner.

Variants:

Hoops placed on the ground to jump can be replaced by cones or small fences. The exit can be crouched and back to the play area.

Graphic:



Name: Ball by the fences.

Objective: To combine the jump and the launch.

Implements used: Fences, cones and balls.

Organization: Two or three teams are formed in rows at a distance of ten meters are placed three fences and three meters from the last vallite is placed a cone. The first of each row will have a ball in hand.

Development: At the beginning voice the first will run, jump the fences that are in front, continue running are placed next to the cone that is at the end, throw the ball rolling under the fences to the first that is in the formation Your equipment and so on until the row is formed behind the cone.

Rules:

Win the team that finishes the execution of the game in the shortest possible time and without making mistakes.

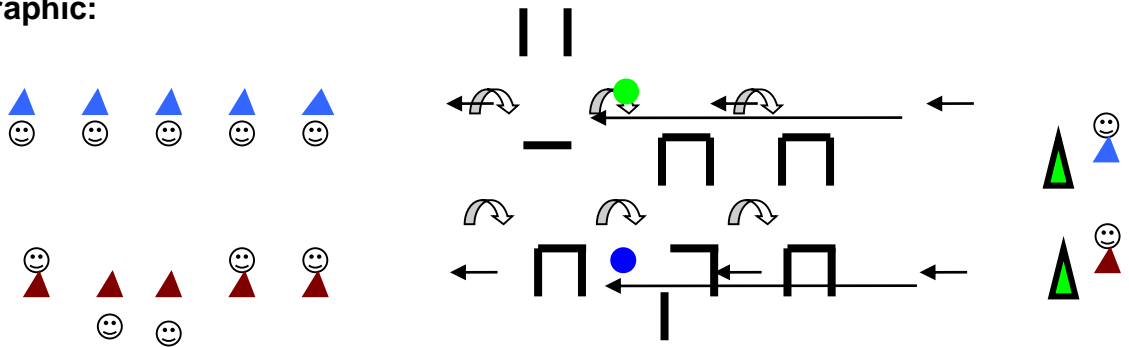
In case of a tie the game will be repeated, but only with the two fastest team.

Variants:

When you reach the cone that is at the end of the area you can throw the ball over or by the side of the arm.

The race to where the first fence is can be sloping and with exit in four points.

Graphic:



Name: I run and throw

Objective: Develop strength and power in throws.

Implements used: Obstacles, hoops and balls.

Organization: Two teams are formed in rows in front of each formation will be placed four obstacles separated one meter from the other and in front of obstacles at a distance of four meters there will be a hoop with a ball placed on the ground.

Development: At the beginning of each row start running and jump the obstacles, get to where the hoop is with the ball, take it from the ground and throw it to the first of its formation, then the first throws it to the Which is in the hoop, this one catches it and places it on the ground and they come back running loudly it touches the hand of the first of the formation so that it gives continuity to the game and so on until all of them perform the activity.

Rules:

The team that finishes the execution of the game wins.

When throwing the ball has to be above the arm.

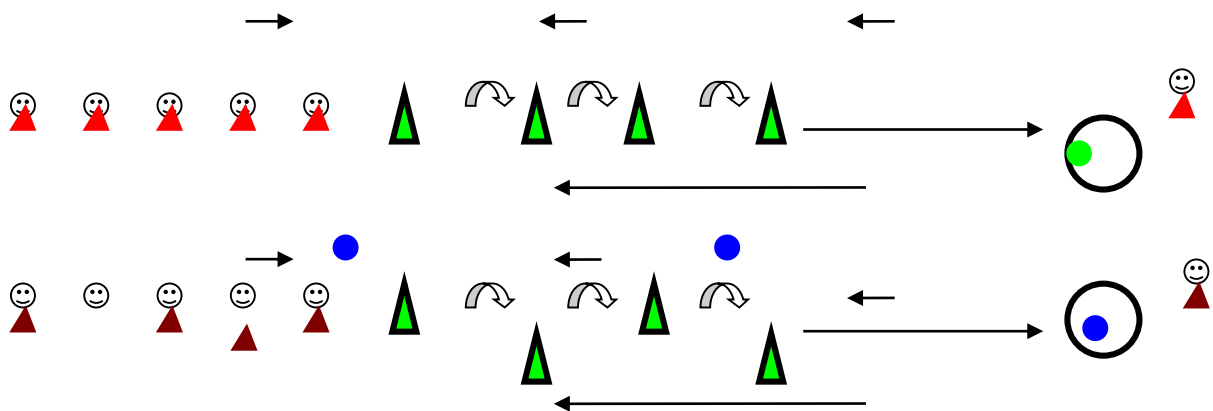
When you return running, you should touch the hand of your teammate at the front of the formation.

Variants:

When performing the race to the first fence can do back and output in the form of an iron.

The distance between the starting line and the hoop that is placed on the ground may be longer and thus the throws may be more intense.

Graphic:



The current trends of teaching athletics in Physical Education at an early age reflects the image of a teacher concerned about obtaining outstanding quantitative results, leaving in the background the need to contribute to an

increasingly comprehensive training, capable of self-managing knowledge , Technical skills and physical abilities; On the other hand, it is required that teachers or trainers know how to enter certain teaching games in the teaching-learning process of athletics, in the structure of identified movements.

Precisely in accordance with what has been said, dynamic or motor play is a path of excellence, since it represents an activity of conscious initiative aimed at achieving an end voluntarily accepted by the practitioners, is also characterized by active movements and the corresponding emotion they produce. This assertion verifies the pertinence of the game as an educational agent capable of reversing the contradiction that occurs in the teaching-learning process of athletics in physical education at an early age, and expectations of physical activity of schoolchildren identified with games.

It is a necessity to teach with logic to think to the students from the sport practice, mainly through the game, as either content, by the diversity of situations that appear to him during the execution, in which he must give answer in instants, for Which is necessary to habituate the girl or boy to deploy their own thinking.

Logic, as a science according to (Urgido, 2001), was from its origins very linked to the problem of language, grammar and, therefore, the art of rhetoric, to the doctrine of eloquence.

In order to help students to develop their thinking in the practice of athletics through games, logic allows to find very interesting arguments in this respect, since it favors the apprehension and acquisition of theoretical and practical knowledge of the modality That is being taught.

Didactic actions that physical education teachers should develop at an early age to enter into logical development, technical skills of athletics and physical abilities.

- The implementation of the games with a propedeutic intentionality for the teaching-learning process of athletics, which allows to reach a higher level of development of the basic motor skills and an increase of the physical capacities of the students.

- The games are executed in teams formed within the class group, in confined spaces, the materials that are implemented are easy to manipulate and make, it does not require much time of explanation by the teacher to initiate the exercise.

- The content of athletics programmed for the structure of the games, in the first stage, should emphasize in the races, then in the jumps, in the launches and finally, in the combination of the different areas, taking into account the development of Technical skills and physical abilities of schoolchildren.

- With a rational use of time the teacher or sports coach, will emphasize in school notions about the rules of athletics related to the technical skills of the modalities contemplated in the game.

- The games have a competitive character, where the unconditionality of the practitioners is manifested to perform actions to try to reach a partner or evade it, measure their strength, obtain the best results for the benefit of their team.

For the eagerness to win, sometimes an imitation of the technical pattern of the modality observed and discussed with the schoolchildren, taking into account their real possibilities, is therefore not necessary, when selecting the games, the teacher or coach has Present that the technical skills of athletics applied have

been exercised before in both theoretical and practical, before giving them a competitive character.

-The teacher must watch over the educational work, favoring that during the game there is mutual help and the subordination of personal interests to groups; Preventing opponents in the game from becoming enemies; Encourage those who actively participate; To incorporate the students in the analysis of the games, when this one finishes informing the results, to indicate the achievements and deficiencies and to listen the opinions of the practitioners.

- The students must have participation to apply some variants to the games and in the selection of others, as long as the teachers consider that it is not difficult to fulfill the objectives.

- The teacher to select the games should keep in mind first to exercise the least complex and then those of greater difficulty.

The work must be maintained that the schoolchildren know about the proper rules of athletics, related to the skills contemplated in the program.

Verbal introduction to the subject by the teacher concludes with the formulation of heuristic questions to the students, inducers for the perception and reflexive valuation of what is observed and interpreted with an intentional objective in film materials created for the purpose. Presentation of videos related to relevant moments in athletics competitions where prominent figures of the sport take part. The videos should be edited respecting the didactic conception of the areas modeled in the programs, in accordance with the modalities, attending to the principle of accessibility and affordability.

This procedure creates the conditions for the stimulation of the perception and the valuation of emotional experiences that arouse and consequently stimulate the feelings of interest and approach to the expectations of the students, starting from resources that are marking and manipulating fantasies in their needs or Direct and indirect motivations, particularly those related to the practice of athletics contents in the program.

Establish an observation guide for the videos, which facilitates the attention of the students to the technical sequences that will be worked in the class.

To present film material of games such as: athletics contents that must be executed in the teaching-learning process, where the students and the physical education teacher are stimulated to a dialogue or heuristic conversation of analytical, evaluative and reflexive intentionality that Propitie the possibility of expressing their appreciations about the observed.

Indicate the writing of a letter on the film material observed, which was what most caught your attention during the visualization and also would like to practice. Not to indicate the content of the letter, should be open to the option and criterion of the schoolchildren. Such a measure will bring the elements of judgment that synthesize the way of thinking and evidence the culture reflected in the perception and significance that give the school to the contents of athletics

Guide the students to make a wording where they express in what conditions they are and what they consider they should do to get to imitate the technique as the figure observed and what most captivated them.

Plan and execute sports festivals at the end of the athletic modalities that are winning in the programs, where priority is given to the modalities identified as expectations of the students in the results of the products of the previous activities.

At the end of the festival, to guide the students, without demanding quality, to make two drawings, the first, to draw himself or a companion of the group when he ran, jumped or threw an implement and the second, related to the position which they adopt after the executions referred to above.

Due to the desire to win, there is sometimes no imitation of the technical pattern of the modality observed and discussed with the students, taking into account their real possibilities, so it is convenient that, when selecting the games, the teacher or coach is present. That the technical skills of athletics applied have been exercised before in both theoretical and practical, before giving them a competitive character.

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(Peña, 2009) considers that it is necessary to stimulate the students during the teaching-learning process, so that in the practice of physical activity there must be a dialogue between the students and these with the teacher through the heuristic conversation of Analytical, evaluative and reflexive intentionality that favors the possibility of expressing their appreciations about the games in the sense of their pertinence, suggestions or recommendations that allow to rethink as the dynamics of the teaching-learning process of athletics in the classes agrees.

Indicate to the students the use of software for the analysis and personal assessment of the indicators that determine the impact of the physical activity in their organism.

After creating the conditions for the implementation of the procedures and corroborate the transformations observed in the application, the evaluation stage was carried out using the user criterion. The user criterion was based on the opinions expressed by the subjects who became direct beneficiaries of the scientific result derived from the research, who were responsible with the application of the results.

The generality of the teachers obtained a high level of knowledge about the aspects included in the questionnaire, one hundred percent have the mastery of how to achieve the flexibility of the teaching-learning process of the athletics, adjusted to the expectations of the physical activity of the with a view to a total learning.

Teachers' mastery of the content of athletics as a class was achieved, allowing schoolchildren, based on their potential and physical abilities, in the face of various situations faced during the games, to appropriate a Physical performance as a quantitative result of the learning process of the technical skills acquired by them through their participation and conscious interaction with their teacher and peers.

Once the procedures were implemented, the interests and motivations of the schoolchildren reflected in their degree of satisfaction were revealed, which contributes to their formative relevance, directed mainly towards preparation for life.

The results given by the students during the athletics classes highlight the joint actions developed with the teachers in the planning of games that respond to the acquisition of technical skills of athletics, the conformation of the members of the teams during the classes and the proposal of solutions to eliminate own inadequacies and the members of their teams.

After the implementation of the procedures, the following conclusions were reached:

The application of the user consultation to obtain the opinion about the teaching-learning process of the athletics with a total approach, allowed to perfect the teaching of athletics in the early ages.

The application of didactic procedures for the teaching-learning process of athletics at an early age allowed the students to be protagonists in their own process.

The teaching-learning process of athletics through game as content, allowed students to respond to the diversity of situations presented to them during the game, thus contributing to the development of their logical thinking.

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