



REVISTA

PERSPECTIVAS

UFPS

Original Article

<https://doi.org/10.22463/25909215.4569>

Systematization of the Experiences in Professional Practices in Individual Sports of Sports Training Students

Sistematización de las Experiencias en las Prácticas Profesionales en Deportes Individuales de Estudiantes de Entrenamiento Deportivo

Lady Yolima Gómez Chávez^{1*}, Luz Marina Chalapud Narváez², Juan Camilo Alegría Cañar³

¹Magister en Educación, estudios del cuerpo y la motricidad, yolima.gomez.c@uni autonom a.edu.co, ORCID: <https://orcid.org/0000-0003-0241-7398>, Corporación Universitaria Autónoma del Cauca, Popayán, Colombia.

²Magister en Intervención Integral en el Deportista, luz.chalapud.n@uni autonom a.edu.co, ORCID: <https://orcid.org/0000-0003-4047-7105>, Corporación Universitaria Autónoma del Cauca, Popayán, Colombia.

³Profesional en Entrenamiento Deportivo, juan.alegría.c@uni autonom a.edu.co, ORCID: <https://orcid.org/0009-0005-1792-7616>, Corporación Universitaria Autónoma del Cauca, Popayán, Colombia.

Como citar: Gómez Chávez, L. Y., Chalapud Narváez, L. M., y Alegría Cañar, J. C. (2024). Systematization Of The Experiences In The Professional Practices In Individual Sports Of Sports Training Students. *Revista Perspectivas*, 9(2). <https://doi.org/10.22463/25909215.4569>

Received: January 12, 2024; Approved: June 12, 2024

ABSTRACT

Keywords:

Education, sports, professional practice, curriculum, higher education, students, sports training.

In the academic programs of higher education institutions, professional internships are a space that allow demonstrating the assimilation of the theoretical and practical in scenarios close to the work environment in order to demonstrate the coherence of the education obtained and the fulfillment of the graduation profile. The objective was to systematize the experiences of professional practices in individual sports of Sports Training students. It was based on the qualitative approach, the method of systematization of experiences, the techniques of information collection were the semi-structured and in-depth interview. There was a population of 50 students. Information triangulation was applied as a data analysis plan. As a result, 8 simple categories emerged, 3 axial categories: Appendix of individual sports the lack of today, must become the abundance of tomorrow; Promotion of individual sports; and Proposals based on lived experience; and an emerging one: The contributions of Systematizing the experiences of practices. As a conclusion, this study allowed the construction of new knowledge to emerge, with the intention of improving and transforming the scenarios of professional practices with a view to the quality of training of future professionals.

RESUMEN

Palabras Clave:

Educación, deporte, práctica profesional, currículo, educación superior, estudiantes, entrenamiento deportivo.

En los programas académicos de las instituciones de educación superior las prácticas profesionales son un espacio que permiten demostrar la asimilación de lo teórico y práctico en escenarios cercanos al ámbito laboral con el fin de demostrar la coherencia de la educación obtenida y el cumplimiento del perfil de egreso. El objetivo fue sistematizar las experiencias de las prácticas profesionales en deportes individuales de los estudiantes de Entrenamiento Deportivo. Se basó en el enfoque cualitativo, método de Sistematización de experiencias, las técnicas de recolección de información fueron la entrevista semiestructurada y en profundidad. Se tuvo una población de 50 estudiantes. Se aplicó la triangulación de la información como plan de análisis de datos. Como resultados emergieron 8 categorías simples, 3 categorías axiales: Apéndice de los deportes individuales la carencia de hoy, debe convertirse en la abundancia del mañana; Promoción de los deportes individuales; y Las propuestas con base a la experiencia vivida; y una emergente: Los aportes de Sistematizar las experiencias de las prácticas. Como conclusión este estudio permitió emerger la construcción de conocimiento nuevo, con la intención de mejorar y transformar los escenarios de prácticas profesionales con miras a la calidad de formación del futuro profesional.

*Corresponding author.

E-mail address: yolima.gomez.c@uni autonom a.edu.co (Lady Yolima Gómez Chávez)



Peer review is the responsibility of the Universidad Francisco de Paula Santander.
This is an article under the license CC BY 4.0

Introduction

From the programs offered by higher education institutions (HEIs), there is a component in the curricular design that are the internship spaces, in which it is sought that students take theoretical and practical knowledge to the development of skills in an environment close to work, which allows demonstrating compliance with the learning outcomes that each program declares before the Ministry of National Education (MEN) (Fontalvo et al., 2022; Gurrola et al., 2021).

In this sense, from the Sports Training Program, students have five practices between training and professional, these being the possibility of demonstrating their competencies in the field of work from different organizational contexts (Zambrano-Yamalá, 2018). However, professional practice becomes a possibility to discover, awaken and know thoughts that allow new paths of development to be generated (Seller, 2022). The perception of students is fundamental for the construction of academic processes, so they are the ones in charge of carrying out each of the institutional practices, and the ones who direct the objectives that are dynamized from the beginning (García-Carpintero, 2017). Lived experience is what clarifies whether the processes stipulated by the institution are the most appropriate, so that students can provide

their knowledge in each of the contexts in which they are linked to professional practices (Oliver et al., 2021).

According to this, Daza (2022) mentions that the analysis of practices from their experiences allows them to visualize processes which can be analyzed, improved and supervised, thus understanding that experiences can be dynamic and complex, personal and collective socio-historical processes, they are not simply specific facts or events.

With the knowledge of how these processes are perceived from the practices and taking into

account that an analysis is made in a group way, and of each of the contexts, situations, actions where they originate, identifying the sensations, emotions, feelings and interpretations, which allow, as a way of reflection, to consolidate a knowledge that allows transcending the sports training program in different scenarios (Barrios & Gutiérrez, 2020).

Now, significant experiences involve reflections of students when carrying out their professional practices in individual sports, where theories, knowledge, knowledge and experiences are combined to be able to meet objectives that allow them to advance in their professionalization process as well as in being people, from this concept Jara (2018) says that experience is a fundamental stage of every human being, which each one becomes the protagonist of their own story and each one gives it the necessary transcendence to be able to mark gaps in the population that manage to generate changes or analysis for their own benefits.

From the systematization of experiences proposed by Jara (2018), it is possible to bring together an entire academic experience which is carried out with a more structural intention, which nevertheless manages to recreate knowledge with an interpretative exercise that allows them to contribute to their profession as a sports coach from theorizing and conscious appropriation of what they have experienced.

Taking into account the above, the objective of this study was to systematize the experiences of professional practices in individual sports of students assigned to the Sports Training program of the Autonomous University Corporation of Cauca in the I period of 2022.

Materials and Methods

The research was based on the hermeneutical historical paradigm, from the qualitative approach. The research method applied was the Systematization of Experiences (Jara, 2018) which seeks to

systematize the lived experience of students during their process of practice and theory.

The research setting was the subject of Professional Practice in Individual Sports of the Sports Training program. The participants were 50 ninth-semester students, who met the following inclusion criteria: having completed the professional internship, signing an informed consent and voluntary participation

The information collection technique was the semi-structured interview (SE) and the in-depth interview (EP). The HE was completed by the students who managed to finish the practice in individual sports, being participants in the final event "Significant Practices". The interview consists of eight questions that sought to bring together the strengths, weaknesses, contributions and developments that the students obtained based on their lived experience, in this way, interaction with the students was achieved, explaining their answers and refuting from their lived history.

From the PE process, questions arose in relation to the arguments found in the HE reports, seeking to specify relevant points of development that allowed an analysis, recognition, transformation and improvement of the practical scenarios. The PE was carried out on five students selected for their virtues such as responsibility, argumentative character and enriching experience, in order to deepen the findings found in the HE. Four open questions were posed, each question had a context based on the previous results, facilitating the process of argumentative answers and reconstruction of their lived experience in the Practice.

The information analysis plan is based on the systematization of the students' stories, through transcription in a digital document; After that, the interpretation of the findings begins through the search for patterns and themes that allowed the codification and thus be able to organize the reports from the simple, axial and emergent categories, which is born

as a substantial contribution in the face of adversities that were found, interpreted and investigated in the reports obtained. This process ends with constant reflection and proposing strategies that are related to the experience lived by the students and the interest in transforming the scenarios of professional practices into individual sports, applying information analysis techniques based on the methodology proposed by Jara (2018) and grounded theory (De la Espriella & Gómez, 2018).

The coding process of the stories followed the parameters of Cobain & Strauss (year) and were defined as follows: Participant, E: Student; Information collection technique: T; Semi-structured interview: ES; In-depth interview: EP; Question: Q; And Story: R.

From ethical and legal considerations, the informed consent was signed, and Law 1582 on data protection was complied with.

Results and Discussion

As results of the research, 8 simple categories were identified, 3 axial and 1 emergent, which are described below:

Simple categories: description of the panorama.

1. Responsibility of a practitioner, application of knowledge and the ability to observe

Professional internships, according to Jiménez (2020), are short-term supervised work experiences, forming part of the curriculum and carried out during the academic sequence. These practices not only allow the student to acquire new skills, but also to learn how to function in a different organizational culture. When the student is faced with practical commitments, he translates the theories he has heard, seen, and studied into tangible actions. This provides them with an understanding of challenges to overcome and goals to achieve, highlighting the

integration of acquired competencies, as evidenced in the following report:

"Our strengths such as punctuality, responsibility, commitment, teamwork, curiosity, creativity to prepare the different sessions, constant reading, also values such as respect, honesty and love for what we do, were some of the many qualities we had and which we used to be able to face the development of our practices as best as possible" (E:1/T: ES/P:1/R:3).

The responsibility in some cases is acquired in the middle of the road, in other opportunities at the end, however, we see groups that understood the importance of assuming the practice of individual sport, as another test, it is being of a more diversified component to each athlete, reason to attend it with great respect as mentioned in the following story:

"My group was characterized in many important aspects such as willingness, attitude and responsibility, these three factors are extremely important for an excellent management and development of practices" (E:2/T:ES/P:1/R:1).

In this way, a more efficient accompaniment is achieved with the ability to adapt to the work teams and develop the proposed projects, both at an academic level and those expected by the company. When students do not achieve the learning results in a certain time, it is considered a low academic performance, however, through this work considerable values are obtained that allow us to hear in advance the appropriation of the themes staged, as can be seen below:

"I believe that in the course of the internship a lot of knowledge was acquired, as well as everything learned throughout the career" (E:3/T:ES/P:1/R:2)

"Have previous knowledge, which was acquired during the different semesters that we have studied at the University" (E:4/T:ES/P:1/R:2).

Therefore, it is the practitioner who manages to be the architect of his or her learning without focusing on the teacher, as stated by Gonçalves (2011) in which it is intended that the university, within the framework of the required processes, allows its students to learn in a reflective way about the process in which they are immersed, as well as, acquire criteria to manage and plan their learning and autonomy. One of the elementary initiation processes that allows the analysis of intrinsic and extrinsic components of sports activities is observation where the student elucidates the work scheme, as shown in the following report:

"For us, the observation sessions were very important to analyze the club's methodology and from there look at any shortcomings of the athletes and intervene to improve both the qualities and physical capabilities of each of them, respecting their training process and club methodology" (E:5/T:ES/ P:1/ C:3).

The observant eye is a necessary characteristic in sports coaches, managing to analyze not only contexts and situations, but also direct that observation to factors that affect training, practice, competitions and each substantial part of the athletes, not emphasizing the physical, planning, exercises. Observing requires significant acuity to stand out from other coaches.

2. Relationship between learning more sports disciplines and the thematic contents of the university program

A gap is recognized during the academy of knowledge, attending to the reflections from the knowledge acquired in the previous semesters, where reflections on the absence of knowledge in individual sports are found, where the practitioners express not having previous knowledge as mentioned in the following reports:

"We did not have very appropriate theoretical knowledge of sport as such, since it was a new sport for us" (E:1/T:ES/P:2/R:3).

"For the development of the practice I had no knowledge since it was a sport in which I did not have a well-founded basis to execute both the sessions and the training" (E:6/T:ES/P:2/R:3).

The importance of possessing prior knowledge in individual sports is highlighted, strengthening the practice and application of theoretical methods. Lack of understanding tests the ability to implement strategies, and it is crucial to prepare students to be resourceful and creative. The methodological development arises from social and cultural observation, organizing relevant variants (Gutiérrez et al., 2018). Attending to the experiences of students allows us to understand gaps and suggest institutional improvements to train integrally.

The content of the institutional program is very accurate, as evidenced by some students who resort to their interpretative capacity of the subject:

"As professionals in training, we have the content that the university has provided us with in each semester, since it has been content on which we have been able to rely in order to carry out our internships" (E:15/T:ES/P:2/R:1).

"Understanding that all sports have variations in their biomechanical aspects, among others, there are methodologies that can be conditioned as the case may be: Playful method for the development of coordination, balance and body harmony, where each of them has the purpose of obtaining better results in the training process and that each of the boys and girls manages to move on to another more advanced level" (E:5/T: ES/P:2/R:1)

Undoubtedly, a person who investigates knowledge has greater relevance when carrying out a training work, by documenting scientific information and validated by trial and error, grounded practice,

achieving a greater number of correct answers, as mentioned by the students:

"Theoretical foundations of skating that were researched to give rise to the structuring of the sessions that were carried out, complying with the objectives set out in the project intervention" (E:17/T:ES/P:2/R:2).

The relevance of the content of the university program is largely understood, which provides the student with methodological baggage to attend extracurricular activities during the pedagogical exercise during their internship.

3. Learning and unlearning: The importance of practicing your profession from university

The course manages to transfer the student to a different and in many cases unknown context, putting training students in contact with those sports that are out of the ordinary in the regional context, individual sports such as field tennis, athletics, skating, martial arts in their different specialties, swimming, cycling, etc. These individual sports complement professional training, nurturing knowledge and experiences that take practitioners out of their comfort zone. This challenge that they take on in each internship course is vital, relevant, necessary and important for their professional training, because it nourishes experience and knowledge that are complemented by the knowledge learned during the university career, as the following story refers:

"The truth is that working on practice is a very necessary challenge to take into account many sporting and social aspects that we decide to face with a sport or in this case with an athlete." (E:1/T:ES/P:3/R:1)

From the moment we are born, until we become adult humans, we are constantly learning, and this is an exercise that results from simple investigations about the functioning of something, the meaning of something and what that something is for, and

the part that leads to doing it as a practical exercise of what has been previously researched. with the aim of transforming the knowledge learned into a reality that evidences it, this constitutes the basic praxis (Gavello, 2015). Every day is a constant to learn and to be able to teach something, professional practices in individual sports are the space provided by the reflection of unlearning something already stipulated, such as conventional sports, and learning something new in individual sports, but with the same methodical tools of sports training, as contemplated in the following story:

"In this case, professional practice II, in individual sports, helped us first of all to be able to put into action and apply all our knowledge and theoretical learning acquired, in addition to knowing how a plan is structured, how the loads are dosed, what is the treatment we should give to an individual athlete knowing their discipline and its characteristics" (E:2/T: ES/P:3/R:2).

Learning is not only on the part of the athletes, but also of the practice students, because each experience teaches them something different, highlighting what they learn from the athletes, this we rescue from the story:

"Another reflection is that, in this type of activity, you learn from all the people involved in them, from the 3-year-old child to the most experienced athlete or teacher" (E:3/T:ES/P:3/R:2).

Experience is the expected result in every practical process, practice is the result of every theoretical process, and theory is the result of academia. The reflections that were subtracted from the answers presented, generate an awareness of importance and relevance in the practice courses presented by the sports training career, since this would be a fundamental pillar for the professional development of the student, the above supported in the following stories:

"It is very important to know how to practice our trade, and what better place to do it, than university, one of the most important reflections is that I learned from a sport of which I had no idea and it helped me to educate myself and have a base, already acquired for the future and also to get out of my comfort zone" (E:4/T: ES/P:3/R:3).

"I reflect that it is not only football, futsal, volleyball, that there are individual sports that are fundamental that learning about each of them makes us more professional" (E:5/T:ES/P:3/R:3).

4. Professional practices as an instrument to apply, acquire and learn about individual sport

In the professional practice in individual sports, they must be planned from the training objectives that contribute to the sports process of the organizations, therefore this academic space prepares and teaches at all times, making students develop their professional and personal skills, as Sierra & Gómez (2014) mentions, that the knowledge of the principles and norms of morality, They provide a correct understanding to the sports teacher to carry out the above objectives, with an adequate daily behavior where the best qualities and moral values are those that prevail in the theoretical-practical fulfillment of their activity, which is very encouraging as a pattern of behavior towards athletes. From the moment we enter the university field, we must develop and put into practice actions in relation to principles that are in favor of ourselves and others. Emphasizing the importance of keeping in mind each sporting ethical principle to carry out each practice in the best way, as mentioned in the following story:

"That is why the practices provided an opportunity to detail the importance of these principles" (E:1/T:ES/P:4/R:1).

In the same way, the student during the internship is assigned a sport, accepting a new responsibility and representing the university to leave an important mark, leaving high the expectations of

the practitioners and the university, as referred to in the following story:

"From the moment we are introduced to the club where we will carry out our practice, we assume a commitment not only to the club, teachers, and children but also to ourselves, since from that moment they observed our responsibility, creativity, management of the group, punctuality, respect, etc. (E:2/T:ES/P:4/R:1).

We can detect that in this practice it is essential to acquire experience, to prepare in the labor field and thus, in the Sports Training program, to be able to carry out internships in different establishments and sports scenarios, in this way it allows us to obtain the necessary knowledge that will help our professional development when the university career is completed. This is in accordance with the position of Rojas & Castro (2016) who mention that it is important for the different university programs to observe the two-way conditions (University – Organization). It is essential to promote and enrich the inherent value of professional practice through continuous dialogue. This implies the constant promulgation and testimony of the ethical, confidentiality and responsibility elements to strengthen the professional, human and social quality of future experts. The current urgency in the productive sectors to demonstrate competencies and performance within an ethical framework makes effective management of the social function of each individual imperative. This aligns with the purpose of higher education, establishing an essential connection between the individual in their social and work environment.

This is why practice generates a benefit of complementing knowledge. In the same way, the attitude that a practitioner demonstrates in the different individual disciplines becomes pertinent and fundamental to perform with distinction of learning from sport, a capacity that must be notorious of each sports coach, as mentioned below:

"Perhaps many do not manage the sport they are working on at the moment, but the attitude makes us improve the skills to practice the different sports that are presented to us and thus have a base. It is very important in these times to manage different sports because of the complexity of finding a job" (E:3/T:ES/P:4/R:3).

5. Quality: A reality of every professional practice

Professional internships are characterized by offering a glimpse of the labor reality of the field of action, in the same way, they have characteristics such as the distribution of levels that progressively approach this reality, characteristics such as the methodology that each practice adopts for the fulfillment of objectives, and the versatility it has depending on the field of action. It is also characterized by offering minimum compliance times to achieve the objectives set. These times are not static, since depending on the intention of the academic programs, this minimum time may vary (Peña et al., 2016). From this characteristic aspect, it is worth highlighting the importance of having firm guides that show the practitioner the intention and the objectives to be obtained with the internship, in short, to develop a quality work that contributes significantly to the entity where the internship is carried out. This significant work will provide the balance of quality and quantity for the evaluation of the practitioners. The following refers that

"Thus, the contribution of these practices is fundamental for our learning as professionals and for the academic status of the program at the university" (E:1/T:ES/P:5/R:1).

conceiving how the fundamental contribution of achieving a quality practice is what is valuable, without neglecting a pertinent time to achieve that quality. Practices must have that balance between the quantity of practice and the quality of the practice. The reality that is observed in the labor field is always aware of the academic training, the training updated

in trends and the experience that the professional has managed to gather. Professional internships are also an opportunity to make themselves visible to the work sectors, such as companies, businesses, business establishments and other places that have the desired job offer (Andreozi, 2011). This opportunity to open doors to job offers that generate security for the performance of the intern is one of the contributions that we find in the following story:

"It contributes in a great way, since it begins to open several opportunities in the labor field" (E:2/T:ES/P:5/R:1).

Concluding that professional internships are vital to approach the labor reality, and represent an opportunity to make yourself known in the different impacted organizations, in the same way obtain job offers in a meritorious way for the work done. Another fundamental contribution lies in providing diverse fields of action, as mentioned in the following story:

"In addition to the fact that individual sports are indeed a field of action where we can be part of them, and where we frequently see the potential of athletes in Colombia and in the world" (E:3/T:ES/P:5/R:2).

Once again, alluding to the relationship with these sports, which in Colombia are the result of potential athletes in skating, cycling, boxing, judo, BMX, athletics and weightlifting, as sports that have achieved distinction and medals in the history of the Modern Olympic Games (Gaitán, 2012). Emphasizing that these practices are so important to reveal a field of action that can bring development to the country, making it a world sports power, this could be an origin in the history of sports in Colombia. Ending with the stories, the contributions that they identify are grouped in the possibility of working in other sports, which in the same way are interesting and diversify the labor field, argued in the following story:

"But when faced with this practice, it generates a broader perspective of what sports training is and broadens the student's vision of other individual disciplines" (E:4/T:ES/P:5/R:2).

Concluding that the sports coach should not be pigeonholed in a single sport, on the contrary, he should rely on the different sports disciplines that resemble his main sport, and thus be able to work in different sports modalities, managing to reach more athletes, creating a new characteristic of the sports coach profile.

6. A practitioner's input

The professional practice in individual sports generates a great contribution to society, since the student provides the knowledge obtained by their studies and other practices carried out, managing to develop in any scenario and provide significant contributions to the people who practice individual sports, increasing the reason that all sports are equally important (Ramírez et al., 2004). Sport is characterized by providing values and ethical principles related in the following stories:

"This professional practice II contributes a lot, since it accompanies the clubs and for this reason they will have more coaches to be able to improve the classes, where with this they will be able to do personalized training and raise the athlete to his highest performance based on this the contribution it provides is a good sports performance and managing ethical values because an athlete with values will be able to go far" (E:1/T:ES/P:6/R:1).

"There are many contributions that professional practice II in individual sports provides to society, since sport as such serves as a vehicle for transmitting values and principles" (E:2/T:ES/P:6/R:1).

It is worth mentioning that this practice strengthens growth as professional coaches, thus they manage to obtain the necessary values and

principles, placing the profession of sports coach as essential for society. It is important that practitioners leave that legacy to society to transmit sports ethical values, in the same way, athletes take advantage of every time they have to strengthen their physical condition with the necessary accompaniment, as supported by the following story:

"The use of free time practicing an unconventional but very striking sport that strengthens various capacities, contributes to their health and most importantly contributes to the development of values that sport provides" (E:3/T:ES/P:6/R:1).

Sport becomes a tool for social construction, it is not just a simple motor action together or individually with a specific objective, such as winning, it is much more transcendental, and the fundamental task of understanding it is to cover sport from practice. Practitioners have this possibility and approach these fundamental processes of everyday life. Social transformation is the essential legacy that is obtained from carrying out the promotion of sport in all its areas in an organized and ethical way, as can be evidenced in the following story:

"Our contribution as practitioners is very important for society, because we promote sport as a lifestyle, we contribute in a positive way to many athletes and users, supporting their process from the well-structured principles of the professional practice 2 of individual sports" (E:4/T:ES/P:6/R:2).

7. Internships and professional development

It can be deduced that internships are the key to achieving fundamental knowledge and skills for professional development, always paying attention to the methodological process that is carried out to achieve the desired objectives. All the knowledge acquired through the study of the theory and knowledge that science offers, allows to obtain a solid base on which the student falls to promote professional development once he obtains the possibility of linking to the world of work, this supported in the following story:

"The practices allow us to face the reality of sports training by presenting problems that incite the professional to inquiry and research" (E:1/T:ES/P:7/R:1).

Based on the question, the answers allude to the importance and relevance that practice generates for the student. Based on Miranda et al. (2015), who determine the concept of professional development by analyzing the concepts of different authors, discerning the relationship that it should have with personal development, therefore, development should be aimed at solving the improvement of the skills determined in terms of the work to be executed, as evidenced below:

"It leads us to reflect, review, put all our knowledge at the service of children, young people and adults, for this reason, internships are more than relevant in our professional development" (E:3/T:ES/P:7/R:2).

The question lies in professional development, with the final objective of the practice being independent of whether it is carried out from the academy, or individually and directly. Sports training requires this professional development in a direct way, where future professionals study in relation to sports, have a wide and concise repertoire of knowledge allowing the labor relationship with high quality of professional experience, ending with the beginning of their professional development. Culminating with the ideas, it is recommended to always improve the aspects of practices, in sports training there will always be something to improve and therefore, the practices must be in constant questioning along with reflection, achieving an objective that transcends, taking students further to begin their professional internship process, obtaining merit and recognition for beginning this stage of great knowledge.

8. Times, agreements and pedagogy

Among the factors that determine excellence or not in an internship is time, since if this is not

enough, students will not be able to fully fulfill their intervention projects, as mentioned below:

"We believe that the only recommendation is that the practices are a little more relevant in the stipulated time, since when you have to carry out a process with the athletes we are very short of time and we cannot reach 100% of what we intend" (E:1/T:ES/P:8/R:1).

Another important factor is the time for the university to legalize agreements, which delays the start of the internship and therefore the fulfillment of the hours to be certified, as evidenced in the following report:

"As a recommendation, it would be to speed up the processes of the practices, in order to have a little more time in the sports field and obtain better results both as practitioners and the people who intervene, to give growth to the sport in the city or wherever it interacts" (E:3/T:ES/P:8/R:1).

The importance of time spent practicing is crucial for the development of sports coaches, as they will face various uncontrollable difficulties in the workplace. The experience gained plays a vital role in decision-making. In addition, the signing of sports agreements is essential, as it provides opportunities and support to work with athletes in different entities and disciplines. Generating agreements in a wide variety of individual sports in the city is essential to enrich the student's knowledge during their professional practice, as mentioned in the following story:

"As for practices, I believe that there should be more agreements and different sports in which through practice one does not see oneself but 2 sports that help to improve training in the career" (E:5/T:ES/P:8/R:2).

The agreements must present a coherent durability to achieve an institutional symbiosis, obtaining joint work between the university and sports entities that allow joint work for the development of students in progress and the development of sports

entities, benefiting both parties in a continuous and relevant way.

Carrying out teaching processes requires a coherent and dynamic structuring that favors the development of the elements to be improved or acquired, these processes will always have a characteristic methodology in their way of doing it

"A very pertinent recommendation that should be made to the sports training program is that before carrying out the first practices that take place in the fifth semester, pedagogical bases should be given, which allow you to face a group in the best way and not go to the practice site with so many pedagogical gaps" (E:7/T:ES/P:8/R:3).

Pedagogy plays a fundamental role in sports practice, from the coach to the athlete. That is why it is necessary for students to acquire knowledge of pedagogy in a direct and forceful way, not superficially and indirectly through other subjects of the academic curriculum of the Sports Training program.

Axial Categories: interpretation of the Contributions

1. Appendix of individual sports the lack of today must become the abundance of tomorrow

Individual sports are presented as an exceptional opportunity to generate opportunities for sports development and job opportunities, from the Sports Training program are provided in the first semesters didactic of grassroots sports such as swimming, athletics, weightlifting, which supports the following story:

"As for swimming and athletics, yes, since they are subjects that are taught during the first three semesters of the program and the bases or knowledge provided by the teachers are adequate to be able to carry out a good training plan or class" (E:1/T:EP/P:1/R:1).

The students' abilities are remarkable in all areas, as each rotation of new students who promote professional internships is a challenge for today. Students must absorb as much information as possible in their theoretical and practical subjects, so that what they have learned well is never forgotten in the resonance of their practice. By strengthening cognitive ties between what is known and what is done, therefore, student practitioners must be able to reorganize the information acquired, and synthesize the relevant information according to their context, population, and objectives found (Hevia, 2009, cited by Peña et al, 2016).

It was observed that some practitioners were part of sports processes such as tennis, badminton, skating and contact and wrestling sports such as boxing; however, students must have the appropriate adaptive capacity to generate strategies and action plans in relation to the context, as expressed in the following stories:

"I think it does provide strategies, through the race we saw modules that in one way or another are immersed in sports disciplines" (E:2/T:EP/P:1/R:1)

"You can create strategies, guided by the capabilities required by each sport and try to create a strategy in accordance with the sport, taking into account research to achieve the best possible practice" (E:5/T:EP/P:1/R:2).

Therefore, it becomes pertinent to observe the behaviors of some practitioners in places where individual sport is unknown. The evidence can be seen as limiting practical situations, containing the decisions to carry out the desired intervention in the exercise of professional practice. According to Peña et al. (2016), an optimal performance of professional practice is when the student in training plays an active role in evaluating the effectiveness of their actions and activities. It reveals their level of commitment and the application of knowledge, where their values, ethics and respect for organizational norms and objectives play a fundamental role.

In accordance with the above, the lack of basic knowledge in sports that is not taught in the curriculum of the program is revealed, generating a closure of practical and work opportunities, since each field is important for each professional, in question, the academy becomes pertinent to cover most disciplines, with optimal levels of efficiency and validity that are consistent with the objectives stipulated for the curriculum and expected professional level at the end of the race, as can be seen in the following story:

"Taking into account the didactics seen and the sports that govern the academic curriculum, I could not attend any of the sports disciplines mentioned above, since they are sports that are not taught by the university" (E:6/T:EP/P:1/R:3).

We understand that the theoretical bases do not cover more individual sports, but from this systematization the possibility of theorizing can be studied, either in practice, or additional course that is optional, where we find the different basic foundations to satisfy the answers that were found in this category. This strategy will allow the lack of this knowledge to become the strength of the following students practicing in the field of individual sports.

2. Promotion of individual sports

In this category we find the need to cover more sports in different population areas. For example, sports where the region of the department of Cauca is strong, sports that represent a high and demanding competitive level, demanding from the practitioners a different level of commitment and dedication, in this sense the following report mentions:

"I think that a range of more possibilities should be offered in relation to other individual sports that today are being widely practiced and are benchmarks at a competitive level, such as BMX, skating, contact sports, including boxing, wrestling, karate, etc." (E:1/T:EP/P:2/R:1).

Reflections are also collected from the leading sports at the national level, an example is skating, where the country occupies high positions in international competitions, managing to differentiate itself among the best athletes in the world, in question the following story alludes:

"From my point of view, they should teach sports that are strong not only at the Cauca level but also at the national level, such as cycling in its different modalities, skating, badminton and running" (E:3/T:EP/P:2/R:1).

Starting from the point of view of focusing on processes that already take an optimal time to perform, it would be very pertinent and important to link up with these processes, hoping that practitioners acquire skills that are not seen in other sports fields such as competitive sports, taking into account that individual sports offer unique characteristics in relation to their content, knowing the type of sport from its individual characteristic of action, where athletes act without teammates, act without opponents or in the opposite way, sharing a field or in a divided field (Valero & Gómez, 2016). These sports fields offer invaluable knowledge that could somehow be exploited, working together with the sports groups that are already in this process, obtaining a symbiosis of work in which everyone obtains mutual benefits. Thus, it is necessary to highlight the importance of analyzing the possibility of including individual sports as a list prior to professional practices, in this way structuring strategies that allow its fundamental conceptualization, managing to cover the populations and sports that favor the development of each student in their phase of practices in individual sports.

3. The proposals based on the lived experience

The experiences obtained by the practitioners manifest a feeling of knowing more fields of action immersed in their professional practices. Being able to explore the knowledge that exists in practice becomes a determining factor to increase the level of

awareness in students, teaching in a transcendental way and opening the panorama to fields of work action where it is possible to obtain complements to the knowledge already obtained previously. Increasing professional practices will allow the development of new trends in Sports Training, taking into account the basic and fundamental topics that are dictated in the curriculum of the program, a specification can be made based on the objective of converting professionals trained to attend different fields of work action within sports training. The following stories express the feelings that the practitioners experienced in their work:

"I think it is very pertinent to add this type of different professional practices to the academic curriculum, it allows us to have one more field of action in the labor market, they help us to change our way of thinking, to be more open, inclusive and empathetic with other human beings and their alternative practices" (E:1/T:EP/P:3/R:1)

"I feel that it is a necessity considering that Cauca has medals in adapted sports, in addition it should be taught that sport has different outlets so that people with disabilities also have the opportunity to show themselves as athletes" (E:3/T:EP/P:3/R:1)

The appraisals made must be framed in a feedback that takes into account the experiences lived, the objectives as a professional program and the objectives of the professional practices that are proposed; in question, Rojas & Castro (2017) mentions that practice must be enhanced from the articulation with the needs of the organization, academic programs, and students. The students express this need to implement it, to obtain the benefit of transforming the professional practices of the program by conditioning themselves to the requirements that are constantly manifested year after year.

Emerging category: understanding and reflection

1. Systematizing the experiences of professional practices in individual sports

The systematization of experiences allows us to address the events of history that happened in the accounts of the professional practices in individual sports of the Sports Training program. The stories come from the lived experience, what happened during the time of practice, the obstacles that arose, the strengths and weaknesses that emanate from the practical practice (Jara Holliday, 2018); The reflection and the exercise of sharing the knowledge found is the next step to complete the methodological process, which is endorsed from the approach of the experience found, making it essential to carefully observe these stories based on the lived experience, where the interpretation and experience of each student opens the doors to generate processes of improvement and restructuring of the proposed program of the professional practices that are carried out in the University, with the aim of transforming internship scenarios into the best possible version for future professionals. From the above, feedback should be the next step to achieve the intended goal. Consequently, the students gather a group of contributions that can generate this transformation of the practical scenario, highlighting some of them such as increasing the accompaniment of the internship advisors, teachers in charge of these subjects, increasing the support in guides and observations for the constant feedback in the practices allowing each student to adopt coherent postures and appropriation of topics that involve training pedagogies, management of groups in specific populations, issues in relation to the sport or established practice, as exposed in the following reports:

"I believe that in order to strengthen the practices, there should be more support from the advisors, in addition to the fact that these practices

should be given a lot of priority, in terms of time" (E:1/T:EP/P:4/R:1).

"To constantly monitor the students in each of the practice sites and finally to provide the students with the implementation, tools and materials necessary to teach their practices" (E:3/T:EP/P:4/R:3).

Other contributions express the need to have more time in the practice sites, taking into account that, at the beginning of each semester, in the internship subjects they request documents to generate the ARL of each practitioner in order to ensure and avoid inconveniences to access medical services in case of any eventuality, the fact that valuable time is lost that can be invested in the practice waiting for the establishment of these documents, which is supported by the following account:

"I consider that the necessary documents to carry out each training practice could be attached to the requirements of the enrollment process, because most of the time the process of acquiring the ARL takes a long time (more or less three to four weeks) and in this way try to speed up the start of each sports practice, in order to generate total compliance with the hours" (E:2/T:EP/P:4/R:1).

The contribution offers an alternative to optimize this process before each professional internship of the program, requesting to send the necessary documents as an extra requirement when enrolling each internship, in order to gather the documents before the start of class and thus generate the necessary procedures without waiting for a long period of time. Once this process has been carried out, evaluate the students for each practice site, train according to the context and characteristics of each site, and start as soon as possible with the internship time, as evidenced in the following report:

"Evaluate students before they are assigned to their practice sites, constantly train students

according to the type of population to be worked in" (E:3/T:EP/P:4/C:2).

Finally, there are contributions that express the need to generate lasting agreements between the institution and the practice sites, establishing concrete spaces, populations with which to work constantly and adding other types of populations that contribute to future practitioners. The following account highlights that:

"The improvement of the practices offered by the program goes hand in hand with the time given to the basic subjects of the program, several of the basic subjects of the sports training career, do not have enough time for their development, nor do they present the necessary demand to the majority of students of the program. What this generates is that many very important topics are synthesized and that anyone can go to carry out internships without having the clear basic concepts or the proper management of the population that are children, young people, adults and the elderly, each with their own characteristics" (E:4/T:EP/P:4/R:4).

Reflecting on whether the knowledge that each student acquires can be developed in the best way. It is understood that the academy is vital in society, therefore, it should be chosen to always be aware of the feedback offered by students as part of their experience in it. In this way, the systematization of experiences offers us a broad panorama according to professional practices in individual sports, which must be analyzed, foreseen, studied and generate strategies that achieve the improvement of these fields so important in the professional life of each student. These contributions, which were gathered based on the stories, frame a starting point towards an academic and practical future. Interpretation and stories are shared in order to observe the right and wrong in the process lived, the professional practices must nurture quality, tools, knowledge, expertise, methods and experiences that stimulate the professional development of the students. For this reason, this exercise brings together parameters that mesh with Sports Training, replicating the

professional exercise of planning, which evokes the need to generate changes if disadvantages and obstacles appear that prevent obtaining the objectives set; in this sense, the results obtained here should be analyzed, to replicate the exercise of systematization of experiences to the other subjects of Practices of the Sports Training program, allowing to raise a complete model that allows the transformation and improvement of these practical scenarios.

In this way, the process of Systematization of Experiences was carried out with the objective of transforming and improving professional practices, making the contributions of this exercise emerge. Appropriating the methodology and coherently linking each aspect found, theory and practice, this exercise nourishes invaluable knowledge from within and from without, highlighting how effective it can be, directing in the way that is needed in each field or science, in this case, Sports Training.

Conclusions

The systematization of experiences is an impactful process that focuses its forceful attention on people who have lived a specific experience. The identification of these experiences attracts the complete narrative, addressing both subjective and objective points of view. It's crucial to consider each perspective.

Taking into account the methodological process, the knowledge with which this research work concludes is born as a result of the understanding and description of each characteristic aspect of the students' experiences. Framing the situation where the experience is systematized was fundamental, since the context of professional practices encompasses academic and educational components that can be intervened. The conclusion lies in the importance of following the established steps, delimiting the context and the intention with which the experience is systematized, thus facilitating the process of understanding and describing each significant section.

Each contribution expressed in the results is related to the reports, the bibliographic reference of authors and the interpretation of the researchers. This step allowed the construction of new knowledge to emerge, with the intention of improving and transforming the scenarios of professional practices. Each category brings together the characteristics of the lived experience, and within them the fundamental points were specifically sought to create the final contributions as necessary knowledge to face the future.

It concludes with an interpretation of the entire methodological and practical exercise; To understand what happened and why it happened, to reveal in the light of each contribution is the result that was obtained and is shared with the students, teachers and administrators of the University, the context, allowing each actor to internalize each contribution and achieve the final objective.

Thank You

We thank the students of the Sports Training program for giving us their time to carry out this study. Likewise, the Autonomous University Corporation of Cauca for providing spaces for the research development of its teachers and students.

References

- Almeida Carranco, J. I. (2021). *Las competencias profesionales del entrenador de deportes individuales* (Master's thesis, Quito: UCE).
- Almonacid-Fierro, A., Vitoria, C. R. V., Urrutia, J. M., & Vallejos, S. S. (2021). Prácticas profesionales en tiempos de pandemia Covid-19: Desafíos para la formación inicial en profesorado de Educación Física. *Retos: nuevas tendencias en educación física, deporte y recreación*, (42), 162-171.
- Ander-Egg, E., & Aguilar, M. J. (1995). *Técnicas de investigación social* (Vol. 24). Buenos Aires: Lumen.
- Andreozzi, M. (2011). Las prácticas profesionales de formación como experiencias de pasaje y tránsito identitario. *Archivos de Ciencias de la Educación*, 5(5), 99-15.
- Ayala Nieto, J. S. (2018). Caracterización del perfil profesional de los entrenadores del Instituto Municipal del Deporte y la Recreación de la ciudad de Palmira, Valle.
- Barbosa Chacón, J. W., Barbosa Herrera, J. C., & Rodríguez Villabona, M. (2013). Revisión y análisis documental para estado del arte: una propuesta metodológica desde el contexto de la sistematización de experiencias educativas. *Investigación bibliotecológica*, 27(61), 83-105.
- Barrios Tao, H., & Gutiérrez de Piñeres Botero, C. (2020). Neurociencias, emociones y educación superior: una revisión descriptiva. *Estudios pedagógicos (Valdivia)*, 46(1), 363-382.
- Bermúdez-Quintana, E. M., Mejía-Merino, C. M., Morales-Giraldo, L. J., Cano-Bedoya, L., & Cantillo-Barrios, L. E. (2022). Sistematización de experiencias de un equipo de encuestadoras durante una prueba piloto en parto humanizado. *Salud UIS*, 54.
- Blanco-García, C. E. (2021). El staff de prácticas profesionales en Trabajo Social: espacio de fomento del aprendizaje autodirigido. Un estudio de caso en la Universidad Católica Luis Amigó, Colombia. *Prospectiva*, (32), 259-274.
- Cifuentes-Patiño, M. R. (2019). Sistematización de experiencias para construir saberes y conocimientos desde las prácticas: Sustentos, orientaciones, desafíos.
- Cisterna, F. C. (2005). Categorización y triangulación como procesos de validación del conocimiento en investigación cualitativa. *theoria*, 14(1), 61-

- 71.
- Congreso de la República de Colombia. (1993). RESOLUCIÓN 8430 DE 1993 (OCTUBRE 4). metodología de enseñanza-aprendizaje y evaluación en el practicum: percepciones de los estudiantes. *REDU. Revista de Docencia Universitaria*, 15(1), 241-257.
- de la Cruz Soriano, R., Páez Martín, M. D. L. C., & Rodríguez Toledo, M. A. (2022). Sistematización de experiencia en la educación ambiental: el concurso por el Día Mundial del Agua. *Mendive. Revista de Educación*, 20(1), 139-157.
- Gavello, C. (2015). Sobre la categoría praxis en Trabajo Social: Marx, Sartre, Sánchez Vázquez.
- Espriella, R., & Gómez, C. (2020). Metodología de investigación y lectura crítica de estudios: teoría fundamentada. *Revista colombiana de psiquiatría*, 2(49), 127.
- López, P. V. G. (2016). *Sistematización de una experiencia pedagógica de educación primaria en una institución educativa del Municipio de la Celia/Risaralda, Colombia* (Doctoral dissertation, Universidad Tecnológica de Pereira. Facultad de Ciencias de la Educación. Licenciatura en Pedagogía Infantil).
- Daza-Orozco, C. E., Luque-Forero, A. C., & Padilla-Murcia, E. (2022). Educación superior: sustentabilidad y prácticas innovadoras. *Editorial Politécnico Internacional*, 370-370.
- Gonçalves, S. (2011). La reflexión sobre el proceso de aprendizaje propio: estrategias para favorecerla. III Congreso Internacional UNIVEST.
- DíazAbraham, V., Zambonini, J. P., & Tosto, V. (2022). La formalización de las prácticas profesionales en Musicoterapia. Una aproximación al estudio de la construcción de conocimientos disciplinares en América Latina. *Espacios en blanco. Serie indagaciones*, 32(2), 83-96.
- Gurrola, O. C., Navarro, T. G. P., Rodríguez, R. E. M., Verdugo, F. E., & Gurrola, E. C. (2021). Propósitos y contenidos del programa de educación física en países de latinoamérica. *Acciónmotriz*, (26), 102-112.
- Diel, N., & Bueno Pérez, L. A. (2019). Sistematización de experiencias educativas como alternativa de optimización de procesos formativos en países del África Subsahariana. *Transformación*, 15(1), 85-96.
- Gutiérrez-Delgado, J., Gutiérrez-Ríos, C. A. R. L. O. S., & Gutiérrez-Ríos, J. (2018). Estrategias metodológicas de enseñanza y aprendizaje con un enfoque lúdico. *Revista de educación y desarrollo*, 45(1), 37-46.
- Fontalvo, T. J., Delahoz-Dominguez, E. J., & De la Hoz, G. (2022). Resultados de aprendizaje y mecanismos de evaluación en los programas académicos de educación superior en Colombia. *Formación universitaria*, 15(1), 105-114.
- Guzmán Gómez, C., & Saucedo Ramos, C. L. (2015). Experiencias, vivencias y sentidos en torno a la escuela ya los estudios: Abordajes desde las perspectivas de alumnos y estudiantes. *Revista mexicana de investigación educativa*, 20(67), 1019-1054.
- Gaitán Urrea, J. P. (2012). Colombia deportiva ¿un país de triunfos individuales?. Pontifica Universidad Javeriana.
- Hinajosa, T. C., Hernández, A. A., Díaz, H. V., & Guerrero, M. H. (2022). Componentes del desempeño en la práctica profesional de estudiantes de educación física: perspectivas y significados desde la triada formativa. *Retos: nuevas tendencias en educación física, deporte y*

- recreación*, (43), 533-543.
- Hours, G. (2018). Iniciación deportiva: la preocupación por el método es una reducción epistemológica. *Educación Física y Ciencia*, 20(4), 1-2.
- Inciarte, G. A., Camacho, H., & Matheus, D. C. (2017). Sistematización de experiencias formativas en competencias docentes investigativas. *Opción*, 33(82), 322-343.
- Jara, O. H. (2022). La sistematización de experiencias: prácticas y teoría para otros mundos posibles.
- Jiménez, E. I., & Canet, G. V. (2018). Sistematización de experiencias: proyecto de formación continua para profesionales en Orientación. *Wimb lu*, 13(1), 79-104.
- Jiménez-Quintero, A. M. (2020). Sistematización de prácticas pedagógicas significativas en la carrera de licenciatura en educación infantil. *Formación universitaria*, 13(4), 69-80.
- León-Urquijo, A., García-Jiménez, O., & Rendón-Lara, D. (2018). Investigaciones sobre prácticas pedagógicas de maestros en formación de instituciones de educación superior. *Espacios*, 39(53), 115-130.
- Marín, J. C. (2022). Concepciones sobre el proceso de educación superior en estudiantes de entrenamiento deportivo. *PALMA Express*, 26-33.
- Martínez Trujillo, N., Borges Camejo, Y., Sánchez Moreira, S., & Pérez Valladares, T. M. (2021). Sistematización de experiencia del desarrollo de capacidades en investigaciones en políticas y sistemas de salud en el pregrado de Enfermería. *Revista Cubana de Enfermería*, 37(4).
- Medina, J., & Noguera, M. Á. D. (1999). Metodología de entrenamiento de observadores para investigaciones sobre Educación Física y Deporte en las que se utilice como método la observación. *European journal of human movement*, (5), 69-86.
- Mera Rodríguez, A. (2019). La sistematización de experiencias como método de investigación para la producción del conocimiento. *Revista de Ciencias Humanísticas y Sociales (ReHuSo)*, 4(1), 113-123.
- Miranda, A. M., de la Rosa, M. A. H., & Luque, E. H. (2015). El desarrollo profesional: una categoría necesaria al hablar de calidad de la formación y la introducción de resultados. *Revista Cubana de Ciencias Informáticas*, 9, 104-121.
- Núñez, C., & Gómez Etayo, E. (2020). *Juventud, violencia y paz: experiencias investigativas en barriadas populares de Cali y Medellín*. Sello Editorial de la Universidad de Medellín.
- Oliver, M., Pérez-Samaniego, V., & Monforte, J. (2021). Humillación, educación física y formación superior en ciencias de la actividad física y el deporte: Una autoetnografía moderada. *Movimiento*, 27.
- Osorio Valencia, E., & Quintero Álvarez, M. C. (2016). Sistematización de una experiencia pedagógica de educación primaria en una institución educativa de carácter público del Municipio de Quinchía Risaralda/Colombia.
- Ortega, A. O. (2018). Enfoques de investigación. *Métodos para el diseño urbano-Arquitectónico*, 1.
- Peña, T., Castellano, Y., Díaz, D., & Padrón, W. (2016). Las prácticas profesionales como potenciadoras del perfil de egreso: Caso: Escuela de Bibliotecología y Archivología de La Universidad del Zulia. *Paradigma*, 37(1), 211-230.

- Picado-Alfaro, M. (2018). Sugerencias didácticas para la implementación de un curso de nivelación en matemáticas: La sistematización de una experiencia en la Universidad Nacional de Costa Rica. *Revista electrónica educare*, 22(3), 314-331.
- Ramírez, W., Vinaccia, S., & Ramón Suárez, G. (2004). El impacto de la actividad física y el deporte sobre la salud, la cognición, la socialización y el rendimiento académico: una revisión teórica. *Revista de estudios sociales*, (18), 67-75.
- Riascos Gutiérrez, R. (2022). *Sentido que le dan a la práctica del boxeo los deportistas, categoría libre de la escuela de formación deportiva Pandiguando–Rigorbox, de Popayán-Cauca* (Doctoral dissertation, Uniautónoma del Cauca. Facultad de Educación. Programa de Entrenamiento Deportivo).
- Rincón Cabrera, M. T., & Ballén Gómez, S. D. (2016). *La sistematización de experiencias como opción de grado en la maestría en educación de la Universidad Santo Tomás sede Bogotá a partir del II semestre de 2013 hasta el II semestre de 2015: un estudio de caso* (Doctoral dissertation, Universidad Santo Tomás).
- Rodríguez Verdura, H., León Vázquez, L. L., & de la Paz-Ávila, J. E. (2022). *La enseñanza deportiva y el entrenamiento deportivo. Podium. Revista de Ciencia y Tecnología en la Cultura Física*, 17(2), 823-838.
- Rojas, G. C., & Zamudio, L. A. C., (2022). La práctica como experiencia de vida que valora la integridad del ser humano desde su saber hacer.
- Seller, E. P. (2022). Construcción del conocimiento en educación superior a través de prácticas en instituciones y organizaciones sociales. *Revista de ciencias sociales*, (3), 55-68.
- Zambrano-Yamalá, E. (2018). La formación de competencias profesionales en las carreras de educación física y entrenamiento deportivo. Reflexiones teóricas. *Revista científica especializada en Ciencias de la Cultura Física y del Deporte*, 15(35), 138-148.