



Consideraciones teóricas acerca del trabajo metodológico y su incidencia en la formación laboral investigativa Theoretical considerations about the methodological work and its incidence in labor research training

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Resumen

El propósito de la investigación es ofrecer variantes que posibiliten contribuir a la formación laboral investigativa desde el trabajo metodológico en el colectivo de año para lograr la formación de un docente, que en su desempeño profesional, sea capaz de instruir y educar a las nuevas generaciones utilizando el método científico. Los métodos empleados: la entrevista, encuesta, revisión documental y matemático-estadísticos posibilitaron diagnosticar y obtener resultados en el mejor desempeño preprofesional de los estudiantes de carreras pedagógicas a partir de la resolución de problemas teórico-prácticos en la práctica educativa utilizando el método científico.

Palabras clave: Trabajo metodológico; Colectivo de año; Formación laboral investigativa; Desempeño preprofesional; Práctica educativa.

Abstract

The purpose of the research is to offer variants that make it possible to contribute to the investigative work training from the methodological work in the year group to achieve the formation of a teacher, who in his professional performance, is capable of instructing and educating the new generations using the scientific method. The methods used: interview, survey, documentary and mathematical-statistical review made it possible to diagnose and obtain results in the best preprofessional performance of the students of pedagogical careers from the resolution of theoretical-practical problems in the educational practice using the scientific method.

Keywords: Methodological work; Academic year group; Research work training; Pre-professional performance; Educational practice.

Introduction

The scientific-technological development of contemporary society and the constant growth and incorporation of new information resulting from the most significant advances in the different spheres of life, make the integral formation of man essential to face the new challenges demanded by society.

In response to the above, universities assume an educational paradigm characterized by the expansion of the profiles of each of the careers with the aspiration to achieve higher levels of professionalization and to bring the professionals trained therein up to the current times, emphasizing the processes of pre-professional practice from the initial training.

In this training of education professionals, an important role is assigned to didactic training, as this is considered a distinctive feature of the profession, since it constitutes one of the basic knowledge of the professional competence of teachers.

In the historical development of teacher training in Cuba, after the triumph of the Revolution, it began in 1964 with the creation of the Pedagogical Institutes as a center of higher education, with the abrupt increase in enrollment, the University Pedagogical Detachment "Manuel Ascunse-Doménech" was created in 1972, the curricular conception in those years was centered on teaching practice and the influence of the school in professional training.

In 1976, the Higher Pedagogical Institutes were created and with them, in the 1977-1978 academic year, the Plan of Studies A of the Bachelor's Degree in Education was put into effect, the practical activities were carried out in the third and fourth years, giving greater weight to the scientific activity of the students; In 1982, Study Plan B began, where the practical pedagogical activities had a better design from the first years, the culmination of the study became the diploma work, which tried to articulate with the different forms of student scientific work, the practical-teaching training was only limited to the first semester of the fifth year; Study Plan C, came into force in the academic year 1990-1991, after its different modifications, the practical-teaching training became the central axis of the academic, labor and research activities.

In order to adjust the study plans to the changes that occurred in the international and national order and to give continuity to the programs of the Revolution, transformations were produced in Education and in the training of teachers, the universalization of Higher Pedagogical Education arose and in the academic year 2001-2002, the career of Integral General Professor began, in the same way, in the academic year 2003-2004, the careers of Exact Sciences, Natural Sciences and

Humanities, strengthening the labor, research and extensionist components in unity with the academic one.

The Study Plan D, initiated in the 2010-2011 academic year, maintains the characteristics of the previous plan and gave way to the Labor and Research Training Discipline as the main integrating discipline, taking steps forward in the formation of a professional who teaches science with a high scientific rigor. The new modifications that began with Plan E, retake the fundamentals that characterize the last years of Higher Pedagogical Education in the country, such as: the interdisciplinary approach and the academic and scientific-labor training.

In this new curriculum, the Discipline of Research Labor Training is characterized by its integrating character. Its potential to contribute in an integrative way to the didactic formation of the students of the career is recognized.

The empirical investigations carried out allowed the authors to identify the following insufficiencies:

- The asystematic methodological action of the academic year group to achieve an investigative work training.
- The potentialities of the teaching content are not taken advantage of to provide a professional outlet with an investigative and interdisciplinary approach.
- Limited control of the tutors in the centers where the pre-professional practice related to the research labor training is carried out.

Taking into account the aforementioned, it is necessary to contribute to the research work training, hence, actions are proposed to strengthen the research work training from the methodological work of the year group in pedagogical careers.

Development

Methodological work constitutes a fundamental way of improvement, which provides the teacher with didactic tools that are manifested in the development of the teaching-educational process in correspondence with the demands of Cuban Higher Education.

Several authors address the subject, such as: Horruitinier (1998), Batista and Díaz (2003), and Mesa, García and Rodríguez (2004), who express its importance for the preparation of teachers, taking into account the current regulations for methodological work in Higher Education:

(...) the work that, supported by Didactics, is carried out by the subjects involved in the educational teaching process, with the purpose of achieving optimal results in said process,

hierarchizing the educational work from the instruction, in order to fully satisfy the objectives formulated in the study plans. (MES, 2021, p. 16).

The educational work from instruction provides the resources to prepare teachers and students in a process of intentional mediation in the different spaces, assuming as a premise the methodological work that results in the formation of competent and committed professionals.

The methodological work has as its essential content the categories, principles and laws of didactics. It is basically oriented towards the preparation of teachers in order to put them in conditions to efficiently and effectively direct the training process, including planning, organization, regulation and control. The adequate performance of these functions by teachers guarantees their efficient development.

The methodological work is carried out both individually and collectively, it guarantees the preparation of teachers and tutors for the development of the methodological work they perform, the work of self-preparation of the teacher is essential for the effectiveness of the methodological work collectively.

In Higher Education, the methodological work carried out collectively, will have as an essential feature the system approach and will be carried out in each of the organizational levels of the teaching-educational process, as a way for its improvement at each level.

The following are identified as subsystems or main organizational levels for the methodological work:

- Career collective
- Year group
- Disciplinary and interdisciplinary team, when necessary.
- Subject staff

The organizational level of methodological work on which we will focus our attention is the year group because it has a close link with the brigade as an organizational structure that constitutes the cell of the teaching and educational process, thus defined by Resolution 01 of 2021 in its article 36:

The academic year collective is in charge of carrying out the methodological work at this organizational level. It constitutes an atypical management level in the structure of higher education institutions, led by the main professor. It groups together the professors who develop the subjects of the year, the guiding professors of each group, the tutors and the representatives of

the student organizations. (MES, 2021, p. 30).

The purpose of this staff is to achieve quality compliance with the training objectives of the academic year, thus as well as others that have been agreed upon to respond to the characteristics of the group and of the moment, through the implementation of the educational strategy of the academic year.

The main functions of this staff are:

- a) To contribute to the fulfillment of the formative objectives of the academic year and its continuous improvement, so that it favors the integral development of the students.
- b) To develop the process of comprehensive diagnosis and periodic evaluation of the students enrolled in the academic year.
- c) Elaborate the educational strategy for the academic year, based on the strategy conceived for the course and the students' diagnosis, promoting the integration of curricular and extracurricular activities, in correspondence with the formative objectives of the year. To carry out the necessary actions for its implementation, thus the periodic analysis of its results, both individual and collective.
- d) Design specific actions for systematic communication with students, as part of the educational strategy of the academic year and guarantee its fulfillment, so as to know the concerns of students, to act accordingly and respond or channel the answers as soon as possible.
- e) Promote the combination of academic, work and research activities with the different tasks of social, sports and cultural impact, among others, performed by the students, in accordance with the educational objectives of the academic year.
- f) To achieve an adequate methodological approach for the development of the teaching-educational process of the academic year, ensuring its rigor and effectiveness and taking into account its contribution to the general objectives of the course.
- g) To prioritize the use of curricular strategies, thus the adequate development of the subject belonging to the main integrating discipline.
- h) Propose to the dean of the faculty-career or to the head of the department-career, as appropriate, the possible ways that can be used for the evaluation of the formative objectives of the academic year.
- i) Systematically analyze the progress of the teaching-educational process during the academic year, promoting actions and research aimed at eliminating the problems and deficiencies detected,

and proposing measures that allow for the continuous improvement of the quality of said process.

j) Periodically analyze the fulfillment of the study plan at this level and make proposals for its improvement.

Among the functions of the year group, addressed in the normative documents, the authors of this work, from the experience in the educational practice, that constitutes the main function to elaborate the educational strategy of the academic year, which is conceived as the fundamental document that governs the work of the year group, to guarantee the fulfillment of the formative objectives declared in this organizational level. It includes the methodological work plan of the year group and the educational dimensions in the formation process of the students of the year, which are: curricular, university extension and socio-political activities.

The educational strategy of the year favors the development of the training process in the pedagogical sciences, which constitutes a fundamental category that has been studied by different researchers and pedagogues.

This pedagogical category is addressed by Horruitinier (2009), who conceives it as "the process developed in universities with the aim of comprehensively preparing the student of a given university career and covers both undergraduate and graduate studies" (p.20).

This research focuses on undergraduate studies, which in Cuba are governed by the Professional Training Model that conceives three substantive processes: training, research and university extension, indissolubly linked to each other, and that their integration ensures the fulfillment of the mission of Higher Education to preserve, develop and promote the culture of society.

In training as a process, three dimensions are identified (instructive, educational and developmental), and together with the two guiding ideas: the unity between education and instruction; the link between study and work. It expresses and materializes the indissoluble link between them and contributes to the integral formation of the professional.

Therefore, in addition to instructing students during their training, it is equally necessary to put them in contact with the object of their profession, from the first years of their career, thus achieving the essential link with the modes of action of that profession; from its simplest and most elementary aspects, to those more complex and that demand a higher level of preparation. This is the only way to ensure the necessary skills for their professional performance.

The methodological work of the year group plays a fundamental role, based on the elaboration of activities and integrating tasks that are proposed from each of the subjects to be carried out in the

work practice, where all the teachers of the group are integrated, favoring an interdisciplinary approach and the formation and development of research skills.

Taking into consideration the theoretical elements analyzed, actions are proposed that should be taken into account in the methodological work carried out by the year's collective to achieve the investigative work training:

- Characterization of the centers where the students are going to develop the labor practice.
- Planning of integrating tasks or exercises with an investigative and interdisciplinary approach to be developed during the internship.
- Elaboration of integrative evaluations with an investigative and interdisciplinary approach for the different types of internships.
- Training of teachers and tutors on topics related to the investigative work training.
- Quarterly planning of practice assets with the participation of the teachers that make up the year group and the tutors of the centers where the work practice is carried out.
- Planning of professional workshops to encourage reflection on their own pre-professional practice and the need for change.
- Promote the professional output of the content with an investigative and interdisciplinary approach.
- Encourage students in practice to create circles of interest, scientific societies and knowledge contests.

The actions described above do not constitute a scheme and their implementation should be flexible and with a level of adaptation, in correspondence with the diagnosis of each pedagogical group and student brigade. They represent the starting point for the implementation of new actions, and as a whole can become a methodology for the development of the labor-research training process in the careers, based on the theoretical foundations exposed.

Under the wise and timely guidance of the teachers, attending to individuality within diversity, the students manage to develop with quality the activities of the practice, starting from the professional tasks and independently of the contradictions they face, they acquire not only the practical knowledge in its link with the theory, but also the possible ways of solution to the different problems of the profession they face. In addition, they show greater motivation and interest in the teaching profession.

Once again, the importance of the pedagogical collective of the year is demonstrated when each

of its members is consciously involved in the task entrusted to him/her and guarantees from the professional and systematic table work, together with his/her personal example, that the proposed objectives are fulfilled. In this case, those related to the labor-research training of the students, a process in which they participate in its different stages.

Conclusions

The theoretical considerations about methodological work and its role in the year group, allowed to increase the theoretical-methodological preparation of teachers for the implementation of the actions proposed in the year staff and to enhance the research work training of students of pedagogical careers, turning them into protagonists of their own learning and influencing with the scientific method in the existing problems in the educational practice.

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